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Course Profiles

tholic District School Board Writing Partnership

Course Profile

English

Locally Developed
Grade 10

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Summer 2000

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Course Overview
Locally Developed English

Identifing Information
Course Title: English
Grade: 10
Course Type: Locally Developed
Credit Value: 1

Description/Rationale

The Grade 10 Locally Developed English course aims to enhance the self-worth of the adolescent in a Catholic school setting through the further development of skills inherent in literacy and critical thinking. In particular, the Locally Developed English course works toward preparing students for the Grade 11 English Workplace course and reinforces the skills essential for completion of the Provincial Test of Reading and Writing. The Locally Developed Grade 10 English course provides ongoing remediation and support for students while reinforcing the development of self-confidence and skills of interdependent learning. This sample profile consists of five units and a Language Appendix. Three units are provided as a model; the other two units are defined, but not developed. A variety of teaching strategies and tools are suggested as a framework for teachers to develop the remaining units according to local needs.
A key feature of the course is to ensure that the goal setting in the students' Annual Education Plan (AEP) or Individual Education Plan (IEP) pertaining to literacy will be supported by the curriculum.

How This Course Supports the Ontario Catholic School Graduate Expectations

The purpose of this course is to "draw out the natural capacities in each student and facilitate the growth of the whole child." (*Educating The Soul*, Dr. Larry Trafford). Hence, while this course promotes the development of essential literacy skills, it also calls upon students to build a community based upon the Catholic value of service to the common good. The course challenges students to act as contributing and responsible community members at home, at school, and in the workplace. As a Catholic faith community we acknowledge, affirm, and celebrate the intrinsic God-given gifts of each individual student. Through the varied activities outlined in the profile students will have many opportunities to practise effective communication, and reflective and creative thinking. They will continue to mature as lifelong learners and servant leaders.

Unit Titles

Unit 1	Parables and People's Stories: Tell It Like It Is	35 hours
Unit 2	Drivers' Education: Life is a Highway	18 hours
Unit 3	Advertising: Truth or Illusion?	25 hours
Unit 4	Working Together: The Working Life	20 hours
Unit 5	Interdependent Learning: The Human Web	12 hours

Unit 1: Parables and Peoples' Stories: Tell It Like It Is

Time: 35 hours

Description

The introductory unit establishes the learning environment that celebrates the dignity and intrinsic value of the students. It provides for students to become collaborative contributors to the community. Numerous, fun, fast-paced activities provide a learning structure to encourage student interest in Literature and Reading. Students examine a variety of genres such as fairy tales, Scripture, fables, poetry, song, and the novel. Students continue to develop their literary and critical thinking skills, through teacher-directed activities. Group work and oral presentations lead to the creation of several media products. Students develop a writing portfolio containing a glossary of personal vocabulary and journal responses germane to the themes studied in the unit. The unit's culminating activity involves students' presentations of their original compositions to the class. Because this is the first unit in the course there is extensive diagnostic assessment of the students' skills. Together the teacher and the individual student collaborate to set specific learning goals and to devise specific remediation strategies to improve student achievement. Also, the teacher ensures that the goals set in the course mesh with those in the student's IEP or AEP as well as in the student's report card.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, CGE1c, CGE1d, CGE2a, CGE2b, CGE2c, CGE3c, CGE3d, CGE4a, CGE4f, CGE5a, CGE5g.
Strand(s): Literature and Reading, Language, Writing, Media Studies
Overall Expectations: LRV1, LRV2, LRV3, WRV1, WRV2, WRV3, WRV4, WRV5, LAV1, LAV2, MEV2.
Specific Expectations: LR1.2, LR1.3, LR1.4, LR1.5, LR1.6, LR1.7, LR1.8, LR1.9, LR2.1, LR2.1, LR3.1, LR3.2, WR1.4, WR2.2, WR2.3, WR2.4, WR3.1, WR3.2, WR4.1, WR4.2, WR5.2, WR5.4a-c, LA1.1, LA1.2, LA1.5, LA2.1, LA2.3, LA2.5, LA2.6, ME2.1.

Unit 2: Drivers' Education: Life Is A Highway

Time: 18 hours

Description

Driver Education is a practical skill relevant to the student's immediate life experiences. The unit fosters awareness and appreciation of student's responsibility to self and community. Students examine the *Ontario Driver's Manual* for a number of purposes. They read and retain information necessary to pass the Ontario Driver's Test. They analyse the technical language, style, vocabulary, and structure of the document. These writing techniques are extended in the development of a report in Unit 5, Interdependent Learning: The Human Web. Guest speakers such as traffic safety officers and representatives of advocacy groups contribute to the practical learning dimension of this unit. Also students learn how to interpret maps and other informational texts, as well as give and receive directions based on those texts. The unit's culminating activity is the creation of a Safe Driving Campaign pamphlet.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1d, CGE1e, CGE2e, CGE3c, CGE4c, CGE5e, CGE7a, CGE7h.
Strand(s): Literature and Reading, Language, Writing, Media Studies
Overall Expectations: LRV1. LVR2, LRV3, WRV1, WRV3, WRV5, LAV1, MEV2.
Specific Expectations: LR1.1, LR1.3, LR1.4, LR1.5, LR1.6, LR1.7, LR2.2, LR3.3, WR1.2, WR1.3, WR1.4, WR3.1, WR3.5, WR4.1, WR4.2, WR5.4a-c, LA1.1, LA1.2, LA2.2 LA2.5, LA2.6, ME2.1, ME2.2.

Unit 3: Advertising: Truth Or Illusion?

Time: 25 hours

Description

Students use critical thinking skills to examine and decode print and non-print advertising media. They understand how the elements and principles of advertising are used to market a specific idea and appeal to a target audience. As students take part in large and small group discussions, they formulate a critical appreciation of the elements of advertising and its effect on their lives. The unit builds on the previous unit in terms of investigation skills, however, the distinction is that in this unit students work more collaboratively. Students examine advertisements in light of Church teaching and come to a determination concerning how one creates an ethical and community standard. As a culminating activity students create a marketing strategy that encapsulates advertising techniques in either print or non-print media that is consistent with this standard. An important element of this activity is to ensure that this marketing strategy is fair, equitable and respectful of a community's diversity. Specifically, students examine their work to ensure that it is respectful and inclusive in terms of race, gender, class, culture, language and religion.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE2a, CGE3b, CGE4d, CGE7e.
Strand(s): Literature and Reading, Language, Media Studies
Overall Expectations: LRV1, LAV1, LAV2, MEV1, MEV2.
Specific Expectations: LR1.6, LA1.3, LA1.4, LA1.5, LA2.2, ME1.1, ME1.2, ME1.3, ME1.4, ME1.5, ME2.1, ME2.2.

Unit 4: Working Together: The Working Life

Time: 20 hours

Description

In this unit students explore how their talents and gifts allow them to become proactive members in the workplace. Students develop an appreciation for the dignity and the value of work as it relates to their self worth. They explore concepts of work ethic, worker rights and responsibilities, and legal and moral issues relating to collective and individual rights, through the prism of Catholic values. Additionally, students reflect on the knowledge and skills necessary for them to participate fully in the workplace. Students use source materials based on careers in which they are interested. This unit draws upon resources in the guidance, co-op and chaplaincy departments.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1e, CGE2e, CGE3c, CGE4g, CGE5b, CGE5g, CGE7a.
Strand(s): Literature and Reading, Language, Writing, Media Studies
Overall Expectations: LRV1, LRV2, WRV2, WRV3, WRV4, WRV5, LAV1, LAV2, MEV1.
Specific Expectations: LR1.1, LR1.3, LR1.5, LR1.7, LR1.8, LR2.2, LR3.3, WR2.1, WR2.2, WR3.3, WR4.1, WR4.2, WR5.1, WR5.4a-c, LA1.3, LA2.1, LA2.2, LA2.4, ME1.1.

Unit 5: Interdependent Learning: The Human Web

Time: 12 hours

Description

In the final unit of the course students work collectively in small groups investigating a topic that is of common interest to group members. Within this experiential learning model, each member of the group is responsible for investigating a sub-topic. The unit builds on the investigative skills students have developed in the previous units, particularly unit two, Driver's Education, where students investigate issues dealing with driving and in unit four, Working Together, where the students investigate different

types of work and issues relating to work. Of central importance to the final unit is teaching students how to access and interpret information, not only by using texts and technology, but through creating a community (web) of people who share a common interest and who are willing to help locate and share information. In forming an interdependent web of support, students are encouraged to involve family members, friends, mentors or whomever they view as being able to offer specific expertise on their selected topic. In this way students understand the importance of relying on others to support learning. Equally important and empowering is recognizing how others can depend on them. While engaging in the various activities, students reflect on their role as servant leaders.

Strand(s) and Expectations
Ontario Catholic School Graduate Expectations: CGE1d, CGE2a, CGE2b, CGE2c, CGE3a, CGE3f, CGE4a, CGE4b, CGE5g, CGE7b.
Strand(s): Literature and Reading, Language, Writing, Media Studies
Overall Expectations: LRV1, LRV2, WRV1, WRV2, WRV3, WRV4, WRV5, LAV1, LAV2, MEV2.
Specific Expectations: LR1.1, LR1.3, LR1.4, LR1.5, LR1.6, LR1.7, LR2.2, WR1.1, WR1.2, WR1.3, WR1.4, WR1.5, WR2.2, WR2.3, WR2.4, WR3.1, WR3.3, WR3.4, WR3.5, WR3.6, WR4.1, WR4.2, WR5.1, WR5.2, WR5.4 a-c, LA1.2, LA1.6, LA2.2, LA2.5, ME2.1, ME2.2.

Course Notes

Catholicity

- Teachers and students should embrace every opportunity to enhance the Catholic character of the curriculum and use that character as a means of deepening the students' understanding of their tradition.
- It is recommended that course themes and activities tie into the Liturgical Calendar to enhance and reinforce Catholic teachings and practises, for example, during the workplace unit one may want to celebrate the feast day of St. Joseph the Worker.
- The course focusses on the New Testament Parables, both as literature and as a means for students to have practical examples of transforming Faith into action. Throughout the units students will return to the parable stories and use their underlying themes of community, compassion and justice to see their world in a Catholic context.
- An objective of the course is to develop an interdependent learner within the Catholic ethos. The interdependent learner is skilled at knowing who and how to ask for help when seeking solutions to a challenge. At the same time, the interdependent learner is willing to offer support and teach others what they know. Such a learner has a keen understanding of how all members of the community are made stronger by their interdependence.

Reading and Writing Test

- To prepare students to write the Grade Ten Test of Reading and Writing, it is strongly recommended that the Locally Developed Grade Ten English course be offered in the first semester to assist students in their preparation.

Diagnostic/Goal Setting/Assessment

- Assessment should include a variety of techniques and methodologies which promote student learning and encourage timely feedback while honoring the diverse learning styles of individual students.
- As part of the diagnostic assessment of students several standardized assessment tools such as Gates-McGintie and the Academy of Reading are suggested. Teachers and resource teachers may need to be trained on both the administration and interpretation of the data. As well, these standardized assessment tools need to viewed as only one method of assessing student achievement.

- Goal setting is a key feature of the programme. It is important that after a thorough diagnostic assessment of learning styles and learning abilities has been completed, the teacher and student, in consultation with a resource or teacher advisor, set realistic monthly goals for the student. The goals should correspond with those found within the students' IEP or AEP and within the students' response on their report cards.
- If the student is taking another Locally Developed Science or Math course they may wish to co-ordinate goals. It would be useful to store the mutually agreed upon goals within a student's journal or glossary for regular reference.
- The course contains rubrics, checklists and other assessment instruments, however, teachers should create/locate instruments that meet the local needs of their community.

Note: Copyright Regulations – The teacher must ensure that appropriate public viewing licenses are obtained prior to showing audio/visual materials in the classroom.

Teaching/Learning Strategies

- Teaching and learning strategies should be practical in nature allowing for high student interest, relevance, and application. Strategies need to be purposeful.
- This course offers opportunities for cross-curricular learning. Also it encourages students to interact with those in the community who can enrich the learning environment.
- The first unit in the course, Parables and People's Stories, can run concurrently with other units. For example, the teacher may set aside twenty minutes of novel reading, which is part of Unit 1, while working on activities in Units 2 or 3 for the rest of the period.
- Students write for a variety of purposes in this course. Most journal writing should be shared. However the teacher needs to alert students when a reflection journal topic is to be considered private.
- The thematic approach in this course requires grammar and usage, spelling and punctuation activities to be incorporated at appropriate times throughout the program. Language should be integrated into all writing activities.
- The profile contains a Language Appendix which will be used in all the units of study. Within this appendix are checklists and rubrics as well as short teaching and learning activities that address a specific gap in the student's knowledge and abilities. Teachers are advised to read the Appendix as a whole so they can best assess where to incorporate teaching/learning strategies and assessment tools.
- Each unit contains its own respective appendix. Within the appendices are organizers, rubrics, prompts and checklists that support specific teaching /learning strategies. There are also extension and remediation activities to serve an individual student or a group.
- If the profile is accessed through CD-ROM, the teacher can clip, edit and adapt the assessment tools.
- Students will keep a Vocabulary Glossary where they will store new words and demonstrate how they can be used. Several strategies for vocabulary development are suggested in the Language Appendix.
- Because this is a Locally Developed Course it is expected that the classroom teacher and programme co-ordinator will make adjustments so that the curriculum reflects the diversity found within both the classroom, the school and local community.
- For the programme to be successful the teacher needs to structure it in such a way that the students regularly meet with success.

Teaching/Learning Environment

- The classroom setting needs to be organized so that it is warm and inviting and allows for students to focus and concentrate on their work. Samples of student's success need to be regularly on display.

- There needs to be a series of relatively short and varied activities planned for each instructional period.
- The teacher should look for opportunities to take students out into the community so they have the opportunity to experience practical learning applications.

Technical/Cross-curricular

- To improve student learning it is important to bring the teacher-librarian into the process, particularly with respect to the unit on investigation and those activities focussed on reading. As well, the use of community/human resources is encouraged.
- In terms of evaluating, supporting and reinforcing the curriculum, different software packages are suggested, e.g., *Academy of Reading*, *Accelerated Reader*, *PLATO* and *ELLIS*. If these packages are to be used they should be viewed as remedial supports and not replacements for the curriculum.
- The teaching and learning activities incorporate a variety of technological learning tools.
- (In some cases keyboarding skills will need to be taught.) Some schools will not have access to these resources. In this case the profile offers alternative strategies. It is essential that the teacher and or teacher-librarian instructs students on the safe and ethical use of the Internet.

Accommodations

- Timing of units should be flexible allowing for the teacher to extend activities according to the student's interests and/or need for remediation of key concepts.
- Some students may need to have 'breaks' built into the daily class. In this way the student will be able to refocus and concentrate on assigned tasks.
- Students may require additional support for sharing their oral or written work in a public forum.
- The teacher should be aware of accommodations found in IEPs.
- Reading material should be set at an appropriate level. The criteria for determining an appropriate level includes individual student interest, the student's level of language acquisition and that the reading be a challenging but achievable goal.

Note: Accommodations are included in each unit. For more information on students with learning disabilities or those who are hard-of-hearing or visually impaired, refer to Course Appendix A.

OSS Policy Applications

This course has been designed in accordance with the regulations set out in the following Ministry documents: *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirement, 1999; Choices Into Action, Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999; Ontario Curriculum Grades 9 and 10: Program Planning and Assessment, 1999; The Ontario Curriculum, Grades 1-8, Language, 1999; The Ontario Curriculum, Grades 9 and 10, English, 1999.*

Course Evaluation

Teachers, departments and schools need to evaluate the Locally Developed Grade 10 English course through a variety of methods to ensure that the programme is continually improving student achievement. Such an evaluation needs to respect the standard principles of assessment and evaluation. These principles include that the strategies used are equitable, fair, valid, ethical, and collaborative. Measures of programme effectiveness may include an analysis of student reading levels and writing ability, the results of the Grade 10 Test of Reading and Writing, and student portfolios.

An important component of the evaluation can be made through both student and teacher self-reflection. The reflection should focus on the students' growth in terms of personal and community awareness and skill development. Teachers and departments may choose to design rubrics to evaluate programme success. A process could be in place so that teachers network with colleagues from other schools, school boards, and subject associations to determine what modifications or new ideas could be incorporated into the units.

Strategies/Assessment/Resources

Instructional Strategies	Assessment	Main Resources
• Collaborative Group Conferencing • Teacher-Student Conferencing • Reflection • Jigsaw • Role Playing • Socratic Discussion • Pair/Share • Community Presentation • Community Service • Reading One-to-One • Reading for Information • Directed Reading/Thinking Activity • Skimming and Scanning • Frayer Model • Semantic Mapping • Word Sorts • Mind Mapping • Concept Mapping • Venn Diagrams • Predicting Guides • "Think Aloud" • RAFT (role, audience, format, topic) • Story Maps • Compare/Contrast Charts • Chronology Organizer • KWL • Hook Activities	• Informal Teacher Observation • Rubrics • Checklists • Quizzes • Tests • In-class assignments	Software: • *Academy of Reading* • *Accelerated Reader* • Internet Access Print: • The Bible • Poetry and Short Story Anthologies • Children's Literature • *Teaching Reading in the Content Areas* • Fry, Edward. *Skimming & Scanning Advanced Level*. Lincolnwood, Illinois: Jamestown Publishers, 2000. • *Skimming and Scanning*, Jamestown Publishers. • Koch, Carl. *Creating a Christian Lifestyle*. Winona, Minnesota: Saint Mary's Press, 1996. • "A Resource for Assessment, Evaluation and Reporting", 1999. Kawartha Pine Ridge DSB in collaboration with the Ministry of Education • *The Official Drivers Handbook: Traffic laws and Good Driving Practises for Drivers in Ontario*, Ontario Ministry of Transportation • *Ready for the road... Earning your Driver's License in Ontario's Graduated Licensing System*, Ontario Ministry of Transportation

Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. In order to ensure that assessment and evaluation are valid, reliable, and equitable and that they lead to the improvement of student learning, the teacher should use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based on both the categories and the descriptors in the achievement levels chart;
- are varied in nature, administered over a period of time, and designed to provide opportunities for student to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans, and take into consideration the goals outlined in the students' Annual Education Plan;
- promote the students' ability to assess their own learning and to set specific goals. This includes the use of samples of students' work;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

In light of these underlying principles, it is recommended that student activities be assessed according to the following categories of skills:

Knowledge /Understanding	10%
Thinking/Inquiry	10%
Communication	20%
Application	30%

Final Evaluation

Course Component Evaluation:	70%
Final Evaluation:	
• Final Examination:	10%
• Demonstration Project:	20%
	30%

COURSE APPENDIX A

Accommodations for Students With Special Needs

Refer to indivual students IEP

Learning Disabled Students

- Work with the student's strengths.
- Be creative and flexible regarding presentation/assignments and the modalities/media which can be used.
- Allow extra time for the processing of new ideas, concepts, vocabulary. Allow extra time to copy from board or overhead. Alternatively, provide a note buddy.
- Go after quality, not quantity of information output.
- Work co-operatively with the student. They know they are LD but you know what is expected. Find common ground.
- Allow oral or scribed assignments; set clear but fair parameters with both student and scribe/reader/assistant so that these opportunities are not abused.
- Monitor the completion of steps in a lengthy assignment. Have frequent conferences with students regarding their progress, frustrations, ideas, etc.
- Avoid the passive voice.
- Introduce content through a variety of media.
- Present both auditory and visual directions.
- Insist on the use of a planner for organization related to tests and assignment completion dates.
- Ensure that board work is well organized and visually sequential. Color code titles, new vocabulary, important information, etc. in a consistent manner.
- Assist the student with the formulation of thinking and reasoning skills. Remember that these rely on language processing.
- Teach mnemonics to assist memory and study.
- Check to see if the student is registered with the W. Ross Macdonald School Services Library. Any identified LD student can be registered and have access to their extensive audio library for texts and other materials.
- Provide for adequate practise after initial teaching.
- Provide student with appropriate frameworks to organize information for presentations, assignments. Shorten when necessary.
- Move gradually from concrete examples to abstract generalizations.

Students Who Are Visually Impaired or Blind

- Establish and maintain good communication with the vision resource teacher or classroom assistant who is working with the student.
- Verbalize the material you are writing on the board or overhead. State instructions and expectations for assigned work clearly. The student should be able to identify when important information is about to be given so that they may be fully attentive to receive it. A student with low vision or who is blind cannot rely on visual cues given by classmates.
- Avoid terms such as "over here/there" or identifying objects based on colour.
- Use small group co-operative learning strategies often, to facilitate inclusion of the student.
- Use tactile aids whenever possible. Include both tactile diagrams and more concrete 3- dimensional models if necessary.

- Large print or Braille must be made available for the student. Ensure that teaching materials for the student are ready on time for the class being taught. Materials one day late will exclude the student from that day's lesson and therefore one day of learning.
- Where overhead notes or diagrams have been prepared in advance for the lesson, ensure that the student receives a copy in large print or Braille prior to the class, so that they may follow along during the instructional time.
- Give additional time for tests, approximately 1 and 1/2 to 2 times the recommended time allotted for sighted students
- Expect high quality work from the student, however adjust the quantity.
- Allow for a variety of instruments, e.g., Braille or tape for the student to receive information and produce results.
- Encourage use of the computer for the production of homework, assignments, etc., as this will be the student's primary mode of written communication with sighted individuals.
- Where alternate activities need to replace visual activities, consider changing the activity for all or half of the class. This will decrease segregation of the student while providing additional learning opportunities for the remainder of the class.
- Watch for "visual words" (for example: hazy) contained within writing activities, stories or novels. Ensure understanding by vocabulary checks and encouraging the student to ask whenever there is a term that is not clearly understood.
- Classroom lighting is a necessary consideration for many students with low vision. Light from windows, overhead lighting, and/or glare on the blackboard, may affect visual functioning.
- The student should have a desk located in the most suitable region of the room for their specific needs. This location will vary depending on eye condition, peripheral vision, and visual acuity.
- Orientation around the classroom in reference to the doorway, the student's and teacher's desk, or other key reference points should occur, preferably before the beginning of the year. Maintain the location of objects in the classroom or if change is necessary, inform the student.

Editing the student's work

- Peer editing is both socially and academically necessary for students who use Braille, however the logistics of this can be difficult for individuals who are not familiar with this medium of written communication. Whenever peer or teacher assisted editing takes place, it is helpful if the student using Braille produces two copies of their work – one in print and one in Braille. This is easily accomplished with little time investment if completed on a computer with access to a Braille printer.
- The peer or teacher editor will then review the print copy, with the Braille-using student following along in Braille. Whenever errors are encountered, the Braille user may gently press down dots over the word causing difficulty, and can revise their work on the computer. For more significant grammatical errors, the student could Braille the paragraph and sentence number, with a brief description of the error. For example: p3, s2, run-on, indicates that the 2nd sentence in paragraph 3 is a run-on sentence and must be revised

Deaf and hard of hearing

- Pre-teach any new concepts and vocabulary.
- The student should keep a glossary of new vocabulary, including idioms. Include an accompanying sentence and/or a simple definition. Give students using ASL the correct way to sign new vocabulary. Assist students with some speech with the proper pronunciation of new vocabulary.
- Refer to the Language and Writing Process appendices at the end of this course. These learning strategies should become an integral part of the student's program.

- Allow more time to complete each unit.
- Ensure all videos are closed-captioned.
- Use a variety of question forms to give student practise in responding and understanding what is expected in the answer.
  - **Examples** (all require a similar response)
  - Give reasons for your answer
  - Use text references
  - Support your answer
  - Explain, using references
  - Provide details from the book
- Before beginning an assignment, ask the student to repeat the instructions to make sure that expectations are clearly understood.
- Allow more time for the editing process of all creative writing assignments. Students generally require more drafts before work is ready to publish. Encourage self-editing. Students are usually aware of their language weaknesses and tend to expect the teacher to "fix" their work.
- Help students prepare for presentations. Hard-of-hearing students in an integrated setting tend to feel self-conscious about presenting in front of their peers. To promote success make sure the student's work is relatively free of errors so he won't be embarrassed by mistakes, make sure he is well prepared and allow time for the student to practise the presentation either with the teacher, with the parents or a supportive classmate.

Appendix B

Language: Vocabulary, Grammar, Usage, Spelling, Punctuation and Writing Process Appendices

Introduction

The following appendices contain teaching/learning strategies to improve student skills in vocabulary building, grammar, usage and spelling, as well as the writing process. For these activities to be purposeful they need to be integrated into all units.

Vocabulary Building

The teacher selects a limited number of vocabulary terms that can be assimilated by the student at one time. The words are related to the key concepts or themes found within the units of study.

Vocabulary Glossary

The concept of a course-long glossary is at the heart of these extension activities. Whenever a vocabulary word appears in the literature being studied or is otherwise introduced by the teacher, the student copies the word and appropriate definition into a special glossary section of his/her binder. The student adds to the glossary throughout the course, building a collection of the new vocabulary and spelling words.

Vocabulary Concept Map 1, (Language Appendix 1.1)

What is the vocabulary term?	
In your own words how would you define it?	
What are some examples of the word? (offer three examples)	
What is the word like? (offer three examples)	

Vocabulary Concept Map 2 (Language Appendix 1.2)

(good for technical terms)

What is the vocabulary term?	
How would it be catagorized?	
With what could it compare?	
What is it like? (What are its properties?)	
What are some examples?	

Frayer Model (Language Appendix 1.3)

The Frayer Model asks four key questions:

Definition (in own words)	Characteristics
Examples (from own experience)	Non-examples (from own life)

Vocabulary Visualization Recall Strategy: (Appendix 1.4)

After students develop a concept map, they should experiment using the word in a sentence. Students will next connect the vocabulary term with something they will remember. This may mean drawing a picture of what the word means, performing a mime action or connecting the word with something the student has heard, e.g., a song, a poem, news report or saying.

Vocabulary Study Skills (SSCD) (Appendix 1.5)

SSCD: Sound clues, Structure clues, Context clues, and Dictionary used. The student is guided through this process to help him/her improve vocabulary skills. The ultimate goal is to have students internally ask themselves questions that will provide clues as to the meaning of words.

Vocabulary Story: Vocabulary, Grammar, Usage (Appendix 1.6)
An activity to practise vocabulary can be done by creating a story out of the current list of vocabulary words. For instance, the student/class/teacher develops a list of vocabulary words from whatever text is being studied in the activity. This list is then put on the board. Students are instructed to use all of these words to create a narrative. Students are encouraged to be as comic, odd or otherwise colourful, as possible.

Go Ahead, Guess: Vocabulary, Grammar, Usage (Appendix 1.7)
This is a variation on **Vocabulary Story**. Before reading a text to the class, select several new terms. The teacher will group the terms according to the parts of speech.

- The teacher models how some of the words can be combined to form a sentence.
- In pairs or individually, students attempt to form their own sentences.
- After presenting their sentences to the class, students predict what the story or informational text contains.
- After the text is read students examine how the author chooses to use the word and compare it to their sentence invention.

Vocabulary Crossword Puzzle (Appendix 1.8)
The students create a crossword puzzle. Assign one or more chapters to the class, select an appropriate number of words (usually between 10 and 20) and provide a dictionary that corresponds to the skill level of the students. Issue each student two blank grids to allow for a rough and good copy.

Cloze Paragraphs: Vocabulary, Grammar, Usage (Appendix 1.9)
Students create a cloze exercise of a passage or a chapter that incorporates grammar review. Have them begin by composing a summary of the assigned reading. Once this is completed, the student is told to remove words from the text that represent parts of speech. For instance, the student would be told to leave blank five nouns, five verbs, and five adjectives from the writing.
When this summary is rewritten in its final draft, each underlined part of speech is left blank. An answer box at the bottom of the page can provide the word clues for another student to complete the cloze summary.

Vocabulary Scrabble (Appendix 1.10)
A sort of "vocabulary scrabble" can be played to review spelling, vocabulary, and dictionary skills. Assign various points to each letter of the alphabet, with the less used letters being worth more points. The game itself involves students trying to compose vocabulary words. As a spelling exercise, this encourages students to attempt the more ambitious vocabulary items. As a dictionary exercise, students are encouraged to roam the dictionary freely, attempting to find "high scoring" vocabulary items.

License Plate Vocabulary (Appendix 1.11)
Have students play a "license plate" game where they are given a set of six or seven letters and create as many words as possible from them.

Word Wall (Appendix 1.12)
A word wall is simply a bulletin board or other such space that displays the current list of words being reviewed for spelling or vocabulary. These words are displayed prominently in the classroom where students can refer to them as the need arises.

Flash Card (Appendix 1.13)
Vocabulary flash cards contain the word itself on one side and the definition of it on the other side. These can be used for quick and frequent review.

Semantic Mapping (Appendix 1.14)
The teacher presents a term or subject to the class. Collectively, at first, students and teachers brainstorm as many terms as possible that are related to the initial term. In small groups the class categorizes the terms. Students can perform an "open" sort where they determine the categories or a "closed" sort where the teacher provides the categories.

Spelling Baseball (Appendix 1.15)
A variation on the spelling bee is spelling baseball. The class is divided into two teams and a baseball field is drawn on the board. The team that is "batting" selects a student who steps up to the plate to spell the word. If the word is spelled correctly, the player gets on base. The teacher can play the role of umpire, awarding first base, second base, a triple, or a home run depending on the difficulty of the word. When three students on the batting team spell their word incorrectly, and strike out, the side is retired and the other team steps up to the plate. The teacher needs to be mindful of each student's spelling ability to ensure success. Another variation is to have students use dictionaries and time how quickly they can look up the spelling of a word.

KWL (Appendix 1.16)
Students may use a KWLH chart to analyse a particular idea or concept and plan how to find out more.

What I **K**now	What I **W**ant to find out	What I **L**earned and still need to learn	**H**ow I might learn more (strategies)

Learning the Vocabulary of Grammar (appendix 1.17)

- Explain that grammatical terms provide a common language for discussing and analysing language. Just as a car mechanic uses a specialized language to discuss the mechanics of a car, the student of English needs a language to discuss the mechanics of writing.
- Take an inventory of the grammatical knowledge in the class by means of a diagnostic quiz. The quiz can take the form of a matching column exercise.
- As an ongoing activity which spans the entire course, students should complete the table listed below under the direction of the teacher. Students are encouraged to find examples in their own writing to illustrate the various terms on the chart.

Terms	Definition	Example
Parts of Speech		
• nouns		
• pronoun		
• verbs		
• adverbs		
• adjectives		
• conjunctions		
• prepositions		
• interjections		

Sentences		
• sentences		
• simple sentences		
• compound sentence		
• complex sentence		
• fragment		
Parts of the Sentence		
• subject		
• predicate		
• complement		
• object		
• subjective completion		
• main clause		
• subordinate clause		
• prepositional phrase		
• participle phrase		

- Present examples of various types of sentences, including simple sentences, compound sentences, and complex sentences drawn from the literature students are studying.
- Demonstrate the difference between a sentence and a fragment by pointing out the key features of a sentence (e.g.,, a sentence has two essential elements: subject and predicate).
- Distinguish the key grammatical features of each type of sentence.
- Group students into pairs and instruct them to find five examples of each type of sentence from the literature or informational texts they are reading.
- Give students a series of simple sentences. Students are given the task of combining simple sentences into compound sentences. Alternately, give students a list of compound sentences and they have the task of transforming compound sentences into simple sentences.
- Identify the subject and predicate of a sentence and explain that these two must agree in number, i.e., singular subject, singular verb; plural subject, plural verb.
- Group students into pairs and instruct them to find five examples of subject and predicate. The examples should be entered into their grammar glossaries.
- Once students have mastered the concept of subject and predicate, the teacher identifies object, subjective completion, main clause, subordinate clause, and prepositional phrase.
- Group students into pairs and instruct them to find five examples of each of the following: object, subjective completion, main clause, subordinate clause, and prepositional phrase. Students enter examples in their grammar glossary.

Development Checklist (Language Appendix 1.18)

	Seldom or Never	**Sporadically** (with much prompting)	**Regularly** (with some prompting)	**Always** (without prompting)
Grammar (Knowledge)				
WR5.4ai identify parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions, to enable them to correct errors in their own writing				
Grammar and Usage (Application)				
WR5.4aii use their knowledge of sentence structure to write complete, correct sentences (subject, object, predicate, subordinate and principal clauses				
WR5.4aiii use a variety of sentence types (simple, compound and complex)				
WR5.4aiv make compound subjects agree with their verbs				
WR5.4aiv make nouns and pronouns agree in number and gender				
WR5.5av use consistent verb tense in narrative and expository writing				
Spelling (Application)				
WR5.4bi demonstrate understanding of an increasing number of spelling patterns and rules by identifying and correcting their spelling errors				
WR5.4bii spell homophones and Commonly-confused words correctly (e.g., hear/here; affect/effect)				
WR5.4biii use the apostrophe correctly in contractions and possessives (e.g., its/it's; there/their/they're; who's/whose; could've, not could of)				
WR5.4biv use a variety of spelling Resources to improve spelling (e.g., spell-checkers or dictionaries)				
Punctuation (Application)				
WR5.4ci use punctuation correctly in their writing, including the period, question mark, exclamation mark, comma, colon, quotation marks				
Referencing (Knowledge)				
WR5.1 use quotation marks to identify the words and phrases that they have taken directly from authors' works				

The Writing Process Appendix 2.01a

The Writing Process (Teacher Instruction)

Stages of the Writing Process	Key Elements
Exploring, Investigating and Generating Ideas	• Using information and ideas generated by investigation and discussion to explore topics for written work; • Identifying the purpose for writing (topics may be revised as necessary); • Identifying the audience.

Organizing/ Method of Development	• Choosing the appropriate form of writing: the letter, the summary, the report, the personal narrative, the research report, the short story, the poem, the novel, answers to homework questions;
	• Selecting the appropriate level of usage and style (formal, informal, colloquial, technical);
	• Selecting the appropriate method of arranging and connecting ideas:
	  • Chronological
	  • Spatial
	  • Logical (e.g., most important to least important, cause and effect, general to Specific or vice versa)
	  • Comparison
	• Selecting the appropriate unifying motif:
	  • Unifying image
	  • Central or recurring theme
	  • Unifying emotion
	  • Unifying sensation
	  • Controlling idea
	• Selecting the organizational pattern:
	  • Formal essay structure (introduction, body, conclusion)
	  • Narrative (chronological order: past, present and future or any arrangement of these)
	• Selecting and using the appropriate transitional words and phrases (e.g., to add, in addition, moreover, however, nonetheless, in contrast)

Drafting	• Writing the first draft according to the outline developed in stage one.

Editing/ Revising	• Peer-editing
	• Proof-reading
	  • Controlling idea/focus
	  • Thesis
	  • Organization and sequence
	  • Supporting evidence
	  • Unity
	  • Appropriate and consistent use of voice and tone
	  • Appropriate and consistent level of usage and diction
	  • Subject/verb agreement
	  • Pronoun/antecedent agreement
	  • Consistent use of verb tense

	• Correct punctuation and spelling • Appropriate and consistent use of third-or-first person • Avoidance of sentence fragments and run-on sentences • Appropriate and accurate referencing of facts and quotations
Polishing and Publishing	• Selecting the appropriate publication method or vehicle most accessible or appealing to the intended audience

Language Appendix 2.01b

Mini-Lesson: Anatomy of a Paragraph: Topic Sentence, The Body, Concluding Sentence

- Distribute a series of model paragraphs to the class. The paragraphs are to be topical and of interest to the students. As well, the paragraphs reflect a diversity of styles.
- Ask students how the model paragraphs are similar in structure.
- Ask students to identify the topic sentences, the body, and the concluding sentence.
- Hand out a list of paragraphs with the topic sentences removed. Students write what they believe the topic sentence to be.
- Hand out a copy of a paragraph with the concluding sentence removed. Students compose an appropriate response.
- Finally, students are given a list of topic sentences, and for each topic sentence, students write a paragraph body and concluding sentence.
- To finish the exercise, show students the topic sentences in the original paragraphs.

The following two checklists can be used by the teacher or peer mentor to help the student craft their report or journal. The first checklist 2.02 is more general while the second 2.03 is more specific.

Language Appendix 2.02

Student Checklist for Writing Process: Report or Reflection

Name_____
Mentor_____
Topic_____

Pre-Writing

- Do I understand the question or issue I am addressing? _____
- Do I know who my audience will be? _____
- Do I know what point of view I will use? _____
- Have I made a list of ideas and facts about my topic? _____
- Have I used an organizer to organize my ideas and thoughts? _____
- Does my outline include a topic sentence? _____
- Does my outline contain proof to support the topic sentence? _____
- Do my outlines subtopics follow in a logical sequence? _____
- Do I know how I want my audience to feel by the end of the report? _____
- Have I referenced where I obtained my information? _____

Student Name_____, Date_____

Writing the report (Draft One)

- Does my introduction clearly explain my report's topic? _____
- Are all of my sentences clear? _____
- Is there enough proof to support my point in each paragraph? _____

- Have I followed the plan in my report organizer? _____
- Does my conclusion support what I stated at the start of the report? _____
- Does my conclusion make raise any new questions? _____

Student Name_____, Date _____

Polishing

- Have I had a someone proof-read my report for spelling and mechanics? _____
- Have I read my report aloud to someone, listening carefully for ways to improve the report? _____
- Have I made corrections to the rough draft? _____

Student Name _____, Date _____

Appendix 2.03

Report Checklist

Read your report aloud and listen for clarity of expression and necessary punctuation signals. Some errors are more easily heard than seen.

Important Questions To Ask About Your Report		Y	N
The structure of my report	Does my introductory paragraph capture my reader's interest?		
	Does the introductory section state specifically the thesis and sub-topic areas of my paper?		
	Have I developed the body of the paper according to the introductory statement of thesis and sub-topic?		
	Does each paragraph in my report begin with a topic sentence?		
	Do I use supporting sentences to develop the topic of each paragraph?		
	Do I use transitional sentences to connect the paragraphs in the body of my report?		
	Does each paragraph have one central thought?		
	Have I avoided drawing too much material from one source?		
	Have I fully supported all of my arguments?		
	Have I avoided making generalization?		
Looking at the grammer and Punctuation in my report	Do I avoid run-on sentences and fragments?		
	Do the subject and verb agree with their antecedents in number and gender?		
	Do I use consistent and appropriate verb tense?		
	Do I use the apostrophe correctly?		
	Do I use the period and the semi-colon correctly?		
	Do I use the comma correctly?		
	Do I use exclamation marks and question marks correctly?		
	Are the lengths of my sentences varied to maintain interest?		
	Do I use transitional words and phrases to connect ideas?		

	Have I avoided repeating words and phrases?		
	Do I know the meaning of every word in my paper?		
	Does the language sound like my own?		
Documenting my sources	Do I introduce each quotation?		
	Are short quotations of three lines or less enclosed in quotation marks?		
	Are longer quotations indented with no quotation marks?		
	Do I explain each quotation?		
	Is the source of each quotation cited properly?		
	Is the bibliography set up correctly?		
	Is every source I have used mentioned in the bibliography?		
A last look at my report	As I read it over, is my paper clear? Does it make sense?		
	Have I proofread the paper to double-check punctuation and spelling?		
	Has my report been edited more than once?		
	Is my report interesting to read?		
	Does the report reflect my best effort?		
	Is my paper's physical presentation neat and attractive?		
	Are the pages, except page 1, numbered properly?		
	Am I proud of my paper?		

Appendix 3.01

Punctuation and Capitalization

- Explain that there are essentially two categories of punctuation: end punctuation and internal punctuation.

Punctuation Type	Punctuation Marks	
End Punctuation	Period	.
	Exclamation Mark	!
	Question Mark	?
Internal Punctuation	Comma	,
	Colon	:
	Semi-Colon	;
	Dash	-
	Double quotation marks	"..."
	Single quotation marks	'...'
	Apostrophe	'

- Demonstrate the use of each of the types of punctuation, using examples from the literature and informational texts under study as well as the students' writing.
- Review the rules of capitalization using examples from students' writing and the literature and informational texts under study.
- Give students a paragraph in which the punctuation and capitalization are omitted. Ask students to punctuate and capitalize the paragraph.
- Give students a set of poems in which the punctuation and capitalization are omitted and ask students to punctuate and capitalize the poem.
- Give students a scene from a play in which the punctuation and capitalization are omitted and ask them to punctuate and capitalize the scene.

Language Appendix 3.02

Spelling

- Review standard spelling rules and provide a concise list of these rules including sound patterns, meaning patterns, and function patterns. (Page 225, Reading and Writing for Success: Harcourt & Brace)
- Present sets of homonyms and distinguish each word in the set by meaning and spelling. Students include this list in their spelling glossary.
- Then present students with "the horrible hundred", a list of commonly misspelled words.
- Explain that the spelling of a word is often the key to its etymology. Once students understand the origins of words, they are able to expand their vocabulary.
- Deliver a brief lesson on the dictionary as an etymological tool. Give students a series of words and have them research the etymology of the words on their list using their dictionaries.
- Stress that dictionaries and electronic spell checkers are indispensable tools for attaining spelling accuracy in the writing process.
- Explain that the degree of formality in writing and speaking is dependent upon the intended audience and purpose for writing and speaking.
- Give students a series of questions:
  - What type of language would you use in a valedictory address?
  - What type of language would a soccer coach use with a team before a championship game?
  - What type of language would you use when writing a letter of application?
  - What type of language would you use when writing a letter to your best friend?
- Explain that slang, jargon, and colloquialisms are all acceptable in the appropriate context and that expository writing demands objectivity and formality.

Resources

Bridges (Prentice Hall)
The Elements of Style (Prentice Hall)
Language and Writing (Nelson)
Language to Go (Nelson)
Reading and Writing for Success (Harcourt Brace)
ResourceLines (Prentice Hall)
Write Source 2000 (Houghton Mifflin)
Young Writer's Handbook (Nelson)

Coded Expectations, Locally Developed English, Grade 10 - Catholic

Literature Studies and Reading

Overall Expectation: Understanding the Meaning of Texts

LRV.01

– **select, read, and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas, and issues.**

Specific Expectations

LR1.01

– use a variety of strategies to record and organize information they have located in a variety of different texts (e.g., compare/contrast charts, cause/effect graphs, timelines);

LR1.02

– set personal goals for reading (e.g., to improve speed and comprehension, to increase time on task, to read a new genre);

LR1.03

– read texts for a variety of purposes, including: extending knowledge of different genres; reading for personal purposes; gaining information for writing and discussion (e.g., to gather and share information on future careers);

LR1.04

– identify and explain information, ideas, and issues in texts (e.g., issues of social justice in popular songs or articles);

LR1.05

– select and apply the appropriate strategy from a growing repertoire of reading strategies to deepen understanding of particular texts (e.g., set a purpose for reading, adjust reading style [skimming or scanning], self-question while reading);

LR1.06

– use their understanding of the features of texts to locate information and show relationships between ideas (e.g., margin notes which summarize key ideas, headings and subheadings which give the main idea, underlining of words on web pages to point to links);

LR1.07

– demonstrate understanding of text by: citing explicit information; making inferences; using evidence from a text to support judgements and conclusions, interpreting charts and diagrams);

LR1.08

– respond to texts they have read, respectfully comparing their own ideas, values, and opinions to others' (e.g., Response Journals, used as the basis for reflection and small-group sharing);

LR1.09

– explain how their personal values and beliefs influence the way they understand and interpret texts.

Overall Expectation: Understanding the Forms of Texts

LRV.02

– **demonstrate understanding of key literary and informational text forms, including novels, poems, and magazine feature articles, and editorials.**

Specific Expectations

LR2.01

– describe the common elements of key literary text forms, including novels, short stories, poetry and plays (e.g., setting, conflict, characters, plot, theme) and compare some key differences (e.g., one plot in short stories, but subplots in novels and longer plays; limited setting and characters in short stories);

LR2.02

– compare and contrast the elements of key informational text forms, including newspaper articles, magazine feature articles, and editorials (e.g., newspaper articles state facts, while editorials support opinions).

Overall Expectation: Understanding the Elements of Style

LRV.03

– identify and explain the effect of key elements of style in a variety of literary and informational texts.

Specific Expectations

LR3.01

– identify and describe how and why authors choose to use language and words different literary and informational texts. (e.g., short sentences create clarity in informational texts; powerful verbs create action and suspense in a short story);

LR3.02

– identify stylistic devices such simile, metaphor, personification, and foreshadowing;

LR3.03

– explain how authors and editors use design features (e.g., margin notes, titles, "nuggets" of information, headings, graphics) to organize information in texts.

Writing

Overall Expectation: Generating Ideas and Gathering Information

WRV.01

– use a variety of print and electronic sources to gather information, generate, and develop ideas for personal, social, and school-related purposes.

Specific Expectations

WR1.01

– use a variety of strategies, including identifying the purpose for writing, formulating questions, and generating lists of potential topics (e.g., brainstorm lists, semantic webs, mind-maps);

WR1.02

– create a plan to research/gather information on an identified topic;

WR1.03

– record information from print and electronic sources in a variety of ways (e.g., information in visual/graphic organizers; impressions/reflections in personal journals; photos, illustrations, sound clips in visual/oral journals);

WR1.04

– categorize and classify information (e.g., use of headings and subheadings, compare/contrast charts, visual organizers);

WR1.05

– examine information and ideas, making decisions as to whether the information is relevant and sufficient to develop the topic.

Overall Expectation: Choosing the Form to Suit the Purpose and Audience

WRV.02

– **identify, select and use the literary and informational forms that support the writer's purpose and audience.**

Specific Expectations

WR2.01

– select and use the appropriate forms of writing to suit their purpose and audience;

WR2.02

– use literary and informational texts as models to write for their own specific purposes and audiences;

WR2.03

– select and use the appropriate point of view to suit their purpose and audience (e.g., first person in a letter to the editor, second person for instructions to a new user of pagers, third person in a biography);

WR2.04

– use the appropriate level of language to suit the purpose and audience (e.g., simple words and sentences in a children's story, contemporary colloquil language words in a persuasive argument for peers.

Overall Expectation: Organizing Ideas and Information in Written Work

WRV.03

– **use a variety of organizational structures and patterns to produce writing.**

Specific Expectations

WR3.01

– identify and select the appropriate organizational plan to structure written work (e.g., chronological order, order by example, least to most important, compare/contrast);

WR3.02

– develop and organize descriptive paragraphs (e.g., pattern detail around the five senses; describe, using spatial detail, the route to a destination);

WR3.03

– use key words in questions to organize information and ideas in homework answers, using quotations (direct and indirect) to support opinions and judgements;

WR3.04

– structure expository paragraphs with a clear topic sentence, supporting sentences, and concluding sentence;

WR3.05

– use an outline to organize ideas in the body of a report (e.g., group ideas by means of headings to show cause/effect, order of importance, chronological order);

WR3.06

– structure the report to demonstrate clear divisions between introduction, body, and conclusion.

Overall Expectation: Revising Drafts

WRV.04

– **revise written work both collaboratively and independently with a focus on clarity, competency and accuracy of information.**

Specific Expectation

WR4.01

– use a variety of strategies to revise written work (e.g., read the work aloud to self or another; select from a list of transition words and phrases to link ideas; use a checklist to examine the content for clarity, completeness, consistent tense, and point of view);

WR4.02

– confer with teacher, peers, and mentors, and use feedback to produce writing which is complete, organized, and clear.

Overall Expectation: Editing, Proofreading, and Publishing

WRV.05

– **use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as appropriate.**

Specific Expectations

WR5.01

– use quotation marks to identify the words and phrases that they have taken directly from authors' works;

WR5.02

– produce, format and publish written work using the appropriate technology to share writing with intended audiences;

WR5.03

– set personal goals for improving writing;

WR5.04

– use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the following requirements for grammar, spelling and punctuation.

Grammar and usage "a"

WR5.04 ai

– identify parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions, to enable them to correct errors in their own writing;

WR5.04 aii

– use their knowledge of sentence structure to write complete, correct sentences (subject, object, predicate, subordinate and principal clauses);

WR5.04 aiii

– use a variety of sentence types (simple, compound, and complex);

WR5.04 aiv

– make compound subjects agree with their verbs;

WR5.04 aiv

– make nouns and pronouns agree in number and gender;

WR5.05 av

– use consistent verb tense in narrative and expository writing.

Spelling "b"

WR5.04 bi

– demonstrate understanding of an increasing number of spelling patterns and rules by identifying and correcting their spelling errors;

WR5.04 bii

– spell homophones and commonly-confused words correctly (e.g., hear/here; affect/effect);

WR5.04 biii

– use the apostrophe correctly in contractions and possessives (e.g., its/it's; there/their/they're; who's/whose; could've, not could of);

WR5.04 biv

– use a variety of spelling resources to improve spelling (e.g., spell-checkers or dictionaries).

Punctuation "c"

WR5.04 ci

– use punctuation correctly in their writing, including the period, question mark, exclamation mark, comma, colon, and quotation marks.

LANGUAGE

Overall Expectation: Developing Vocabulary and Knowledge of Language Structures and Conventions

LAV.01

– **use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations.**

Specific Expectations

LA1.01

– use a range of strategies to extend vocabulary, including word-building strategies (e.g., building strategies (e.g., building on root words using suffixes and prefixes) and use of a thesaurus (print or electronic);

LA1.02

– use Response Journals to note, record, and define interesting words from personal reading, class reading and texts read aloud;

LA1.03

– describe the impact of using different words and expressions in a variety of social contexts (e.g., contemporary colloquial language in advertising; language use that escalates or reduces conflict in dramas or television shows);

LA1.04

– use language while working with groups which furthers positive interaction and accomplishment of the task, with a focus on clear, accurate, and appropriate communication;

LA1.05

– describe and use in writing the specialized vocabulary of the workplace (e.g., applications, resumes, letters of inquiry to gather information about future careers);

LA1.06

– recognize and use correctly, in oral and written communications, the language structures of standard Canadian English and its conventions of spelling, grammar, and punctuation, as specified in this course.

Overall Expectation: Developing Listening and Speaking Skills

LAV.02

– **use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation.**

Specific Expectations

LA2.01

– use a variety of listening and speaking strategies to accomplish tasks in small groups (e.g., listen to instructions; ask questions to clarify the task; listen to the ideas of others; record ideas from discussion; speak respectfully, in turn, using appropriate language);

LA2.02

– demonstrate key social skills which contribute to successful group work (e.g., following instructions; staying on task, giving ideas and information, asking others for ideas and information, disagreeing in an agreeable way, supporting opinions with reasons, contributing to completion of the task);

LA2.03

– demonstrate appropriate listening behaviours in large groups (e.g., not talking, looking at speaker as appropriate, note-taking);

LA2.04

– demonstrate appropriate speaking skills in large groups (e.g., following classroom rules for speaking in turn, framing answers in complete sentences when appropriate, asking questions to seek clarification, disagreeing with others in an agreeable way);

LA2.05

– use techniques of effective oral communication (e.g., rehearse from written notes prior to presentation; speak clearly, in complete sentences, with an audible voice; identify topic and purpose for speaking; maintain eye contact with audience) to make short presentations to the class or small groups, as appropriate to their confidence;

LA2.06

– set goals for improving listening and speaking skills.

MEDIA

Overall Expectation: Analysing Media and Media Works

MEV.01

– **describe and analyse the media forms, intended audiences, and production practices of key media works.**

Specific Expectations

ME1.01

– demonstrate critical thinking skills by identifying explicit and implicit messages in key media works (e.g., compare how people of different groups or genders are portrayed in magazines, television shows, films, and advertising);

ME1.02

– describe the key elements of a variety of media forms (e.g., daytime dramas; action-adventure movies; radio broadcasts; magazine ads);

ME1.03

– identify the techniques used in key media works (e.g., camera techniques which contribute to the power relationships in a drama, visual elements which create suspense, sound effects in radio dramas);

ME1.04

– explain possible ways that media works influence audience behaviour (e.g., how the portrayals of teenage girls in fashion magazines may influence what they buy, the effects of music videos on teenagers' perceptions of social justice);

ME1.05

– describe the relationship between key media works and production practices (e.g., examine ads for video games from different media to determine the intended audience and the techniques employed to appeal to that audience).

Overall Expectation: Creating Media Works

MEV.02

– **apply understanding of the relationships between the form, purpose, audience and production to collaboratively create media works.**

Specific Expectations

ME2.01

– collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers, use script and sound effects to create an announcement over the school PA system for an up-coming event, create a video or audio how-to manual, create a multi-media welcome and orientation for students new to the school or community);

ME2.02

– describe and explain the choices made in the design and production of a media work (e.g., decision chart, media response journal).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good

Unit 1: Parables and People's Stories: Tell It Like It Is

Time: 35 hours

Description

The introductory unit establishes a learning environment that celebrates the dignity and intrinsic value of the students. It provides for students to become collaborative contributors to the community. Numerous, fun, fast-paced activities provide a learning structure to encourage student interest in Literature and Reading. Students examine a variety of genres such as fairy tales, Scripture, fables, poetry, song, and the novel. Students continue to develop their literary and critical thinking skills, through teacher-directed activities. Group work and oral presentations lead to the creation of several media products. Students develop a writing portfolio containing a glossary of personal vocabulary and journal responses germane to the themes studied in the unit. The unit's culminating activity involves students' presentations of their original compositions to the class. Because this is the first unit in the course there is extensive diagnostic assessment of the students' skills. Together the teacher and the individual student collaborate to set specific learning goals and to devise specific remediation strategies to improve student achievement. Also, the teacher ensures that the goals set in the course mesh with those in the student's IEP or AEP as well as in the student's report card.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: CGE1a, CGE1c, CGE1d, CGE2a, CGE2b, CGE2c, CGE3c, CGE3c, CGE4a, CGE4f, CGE5a, CGE5g.
Strand(s): Literature and Reading, Language, Writing, Media Studies
Overall Expectations: LRV1, LRV2, LRV3, WRV1, WRV2, WRV3, WRV4, WRV5, LAV1, LAV2, MEV2.
Specific Expectations: LR1.2, LR1.3, LR1.4, LR1.5, LR1.6, LR1.7, LR1.8, LR1.9, LR2.1, LR3.1, LR3.2, WR1.4, WR2.2, WR2.3, WR2.4, WR3.1, WR3.2, WR4.1, WR4.2, WR5.1, WR5.3, WR5.4, LA1.1, LA1.2, LA1.5, LV2.1, LV2.3, LV2.5, LV2.6, ME2.1, ME2.2.

Activity Titles (Time + Sequence)

Activity 1	Diagnostic and Goal Setting: Getting to Know You	8 hours
Activity 2	Retelling a Narrative: Another's Point of View	3 hours
Activity 3	Modernizing a Parable: Getting to Know Your Neighbour	7 hours
Activity 4	Reading to the Class: And So It's Told	2 hours
Activity 5	Reader's Theatre: Together We Tell The Story	3 hours
Activity 6	The Novel: Time To Read	12 hours

Prior Knowledge Required

- Students should have familiarity with information technology such as scantron, word processing, and basic Internet skills.
- Students should be aware of the ethical use of the Internet.
- Some familiarity with the use of audiocassette recorders is required.

Unit Planning Notes

- To encourage interest, the unit aims to provide a wide variety of activities and strategies.
- This unit may be "chunked" so that it can run concurrently with another unit. For example, students may read their novels for twenty minutes of a class (unit one) while spending the remainder of the period working on activities in Units 2 or 3.
- Use of the school library/resource centre is an important part of the learning process for students. The teacher will work in conjunction with the teacher-librarian to arrange to have a collection of appropriate texts available in either the school library or the classroom. (The community library may also be used.)
- Teachers should consult the **Language Appendix** to determine where vocabulary, grammar, usage, spelling and the writing process can best be supported.
- In some situations the teacher may find the *Accelerated Reader Programme* useful to determine reading levels and track student achievement. As well, the programme can meet the needs of a class with diverse interests and reading skills. However this software program typically measures the students' basic knowledge of a novel. Activity 6 in this unit lists a series of learning opportunities which are used to deepen the students' appreciation of a work.
- Activity 6 in this unit is listed as a Novel Study; however, plays may be used in addition.
- It may be a useful strategy to allow students to keep their binders in class. Alternately, the teacher may wish to set up a filing system in the classroom where students store their work, rather than taking it with them. This also allows for easy availability for assessment.
- The teacher might consider creating a binder with separate sections for various observation checklists to be used for formative assessments.
- Within this unit standardized assessments such as Gates-McGinti, Learning Styles Assessment, Academy of Reading and Multiple Intelligence Inventory are suggested as diagnostic tools. It is important that the teacher or resource teacher be trained on how to both administer and interpret the data. These assessment tools should be viewed as one way to understand the skill level of the students.

Teaching/Learning Strategies

- discuss and collaborate in a group setting/contribute to a daily discussion
- engage in the writing process
- conference with peers and teachers
- participate in classroom reading
- reflect via journal writing
- integrate grammar usage and spelling/vocabulary glossary into the language process
- use organizers, charts, and other handouts to record and analyse information
- practise test writing in a variety of situations
- rehearse interview skills
- develop presentation skills
- practise proof-reading/peer-editing skills
- infuse Biblical scripture into the curriculum
- construct an illustrated text
- practise dramatic reading, individually and in groups
- read to an audience of children
- perform a KWL assessment and set realistic learning and behavioural goals for the individual student
- ensure that learning and behavioural goals are in line with goals in the Annual Education Plan (AEP) or Individual Education Plan (IEP)

Assessment/Evaluation Techniques

Diagnostic and Formative Assessment

- teacher/student conferences to provide feedback on the writing process
- rubrics to assess collaborative learning, self-evaluation
- organizers for interview and biography
- informal teacher observation
- response journals
- preparation of reader's theatre
- goal setting
- Learning Styles Inventory
- Multiple Intelligence Inventory

Summative Evaluation

- biography composition
- coat of arms
- point of view narrative
- wanted poster
- modernized parable
- illustrated parable story book
- reader's theatre audio tape

Resources

The Bible

Audio tapes of New Testament, Canadian Bible Society

Selections from Children's Literature/Poetry Anthologies/Short Stories

The True Story of The Three Little Pigs, Jon Scieszka (ISBN 0590443577)

Best Short Stories, Jamestown Publishers john.merchant@sympatico.ca

Best Poems, Jamestown Publishers john.merchant@sympatico.ca

Deceptions, Jamestown Publishers john.merchant@sympatico.ca

Monsters, Jamestown Publishers john.merchant@sympatico.ca

Acting Out The Miracles and Parables, Sr. Mary Glavich SND (ISBN 0896223639)

Parables for Now, Edmund Flood (ISBN 0871931869)

Videos e.g., *Godspell, The Illustrated Man*

Suggested Diagnostic resources

Gates-McGintie, Academy of Reading, Brigance, Accelerated Reader, WRAT

Assessment Training Consortium

Informal Tests For Diagnosing Specific Reading Problems, Stephen A. Pavlak

Classroom Activities For Correcting Specific Reading Problems, Stephen A. Pavlak

"A Resource for Assessment, Evaluation and Reporting 1999" (Kawartha Pine Ridge DSB)

Activity 1: Diagnostic and Goal Setting: Getting to Know You

Time: 8 hours

Description

This is the first activity of the unit and of the course. It has several related purposes. First it is intended to welcome the students so that they will feel comfortable in the new learning environment. It is also an occasion for students to talk, draw, and write about themselves and their classmates. This will be done through an interview/biography process, the creation of a personalized coat of arms and an informal self-portrait. As well, a series of diagnostic tests will be administered to assess the current needs of each student. From this diagnostic set, the teacher will confer with each student to set appropriate, mutually agreed upon learning goals for the course.

Strand(s) and Expectations

Catholic Graduation Expectations

CGE2b - reads, understands and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE5a - works effectively as an interdependent team member.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations

LRV1 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas and issues;
WRV2 - identify, select and use the literary and informational forms that support the writer's purpose and audience;
WRV3 - use a variety of organizational structures and patterns to produce writing;
WRV4 - revise written work both collaboratively and independently with a focus on clarity, competency and accuracy of information;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;
LAV2 - use listening techniques and oral communications skills to participate in formal and informal discussions, with an emphasis on active participation and cooperation;
MEV2 - apply understanding of the relationships between the form, purpose, audience and production to collaboratively create media works.

Specific Expectations

LR1.2 - set goals for reading (e.g., to improve speed and comphrension, to increase time on task, to read new genre);
WR2.2 - use literary and informational texts as models to write for their own specific purposes and audiences;
WR2.3 - select and use the appropriate point of view to suit their purpose and audience (e.g., first person in a letter to the editor; second person for instructions to a new user of pagers; third person in a biography);
WR2.4 - use the appropriate level of language to suit the purpose and audience (e.g., simple words and sentences in a childrens story; contemporary colloquial language in a persuasive argument for peers);
WR3.1 - identify and select the appropriate organizational plan to structure written work (e.g., chronological order; order by example; least to most important; compare/contrast);
WR4.1 - use a variety of strategies to revise written work (e.g., read the work aloud to self or another; select from a list of transition words and phrases to link ideas; use a checklist to examine the content for clarity, completeness, consistent tense and point of view);
WR4.2 - confer with teacher, peers and mentors, and use feedback to produce writing which is complete, organized and clear;

WR5.2 - produce, format and publish written work using the appropriate technology to share writing with intended audiences;
WR5.3 - set personal goals for improving writing;
WR5.4 - use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, spelling, and punctuation;
LA2.1 - use a variety of listening and speaking strategies to accomplish tasks in small groups (e.g., listen to instructions; ask questions to clarify the task; listen to the ideas of others; record ideas from discussion; speak respectfully, in turn, using appropriate language);
LA2.3 - demonstrate appropriate listening behaviours in large groups (e.g., not talking, looking at speaker as appropriate, note taking);
LA2.6 - set goals for improving listening and speaking skills;
ME2.1 - collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers; use script and sound effects to create an announcement over the school PA system for an up-coming event; create a video or audio how-to manual; create a multi-media welcome and orientation for students new to the school or community).

Planning Notes

- This activity is intended to "break the ice" and welcome the students to a course they can enjoy and in which they can experience success.
- The coat of arms and self portrait are intended to be non-competitive vehicles for student expression, e.g.,, creating images of their world that symbolize their values.
- The biography is partly intended as a get-acquainted exercise whereby students shares and learns detailed information about their partner. The informal sharing of this information with the class is also intended to provide a warm sharing Christian environment in which students can develop group presentation skills.
- The diagnostic testing can be demanding, particularly for students with Attention Deficit Disorders. Therefore it is suggested that the diagnostic testing be alternated with the more accessible interactive group oriented activities.
- The schedule for diagnostic testing has been organized so that the more demanding efforts are alternated with lighter, more engaging activities.
- Some of the standardized diagnostic testing requires that the teacher be trained on the administration of the test. A resource teacher should assist in the implementation and interpretation of the diagnostic assessment.
- One activity involves interviewing another student. Students should make a distinction between what they consider to be private information and what they consider to be public information. Students may need to review rules governing appropriate interview questions. The teacher should caution the students concerning appropriate questions during an interview particularly in reference to one's privacy. Students should feel secure and comfortable with whatever information they volunteer.

Teaching/Learning Strategies

Coat of Arms

- The student is given a blank coat of arms template (see Coat of Arms, Parable Appendix 1.1, 1.2). The teacher explains how each of the fields on the coat of arms represents an aspect of the student's identity.
- The teacher shows examples of previously completed coats of arms to demonstrate the diversity of expression that can be found in the class.
- The teacher encourages and prompts students to do work which is detailed and colourful.
- As the coats of arms are completed, they are displayed prominently in the classroom.

- Together, the teacher, students, and peer helpers review all the coats of arms that have been created and identify the common elements found within the class. Using this information, students create a class coat of arms. The purpose of this is to create a sense of unity and community in the classroom.

Self Portrait

- The student is then given blank sheets of paper and asked to draw a self-portrait and to include images and/or symbols important to him/her.
- These pictures are collected and will be returned to the students as a reflection exercise later in the course.

Interview

- The class is grouped into pairs and given the task of interviewing each other for the purpose of composing a biography.
- Students use an Interview Organizer to record answers in point form. (see below)

Interview Organizer

Interview Questions	**Point Form Answers (Outline)**
Past	
Where were you born? When?	
What are the names of your family members?	
Who is your favourite relative? What makes him/her your favourite?	
What is your best childhood memory?	
What is the greatest challenge you have had to face?	
Present	
What is your favourite music group? Why?	
What is your favourite food?	
What is your least favourite food?	
What TV show do you most watch?	
What is your favourite movie?	
What is your favourite expression? (Be nice)	
What is your pet peeve?	
What words in a favourite song do you relate to?	
What is your greatest fear?	
What is your fondest hope?	
If a good friend were to use three words to describe you what would they be?	
What interests do you have outside of school?	
Future	
Where do you think you will be living in five years? ten years? twenty-five years?	
What work do you think you will be doing in five years?	
What interests outside of work will you have?	
Imagine you are seventy years old. Of what accomplishment do you think you will be most proud?	

- Students analyse the information from the Interview Organizer and structure it into a chronological report using the Biography Organizer.

Biography Organizer

Key Information	Topic Sentence/supporting evidence
Past	_____ was born in _____on _____
Present (organize interests in order of importance) 1. 2. 3.	_____ is an active person who has many interests. His/Her favourite interest is _____ because _____.
Future	_____ has many plans for the future. They include _____. To achieve these goals _____.

- From the information gathered, students compose the first draft of a three-paragraph biography, including details about the past, present, and future of the interviewed person.
- Students proof-read and peer-edit the rough drafts.
- Students use the Grammar, Usage and Punctuation checklist (see Language Appendix 1.2).
- A final draft is then completed, ready for submission.

Diagnostic

- There are a number of diagnostic instruments that can be used to assess a student's reading and writing levels. Students also complete a Learning Styles Inventory and an Interests Inventory. (The biography the students complete can be considered a part of that interest inventory.)
- To assess writing the teacher examines writing samples from the students to determine strengths and weaknesses. This assessment may include the use of the grammar, usage and spelling rubrics, as well as the composition rubric (see Language Appendix 1.2).
- Once an accurate and complete review of the students' literacy skills and learning styles has been made, the teacher and student will collaborate to set specific and individual goals for the course. At the end of each unit the teacher and student will review the goals and make the appropriate adjustments, keeping in mind the goals set out in the Student Annual Education Plan or Individual Plan.

Culminating Activity

The culminating activity is the informal sharing of this biographical information with the class.

- The student selects a minimum of three interesting pieces of information about her/his partner.
- The student then shares this information with the class, using the completed biography as a reading aid if needed.
- Afterward the final draft is collected for assessment.

Assessment/Evaluation Techniques

Biography

- rubric for the assessment of the biography (CGE2b, CGE2c; LRV1 -LR1.3, LR1.4, LR1.8, LR1.9; LRV3 - LR3.1; WRV2 - WR2.2, WR2.3; WR2.4)
- peer editing and self-assessment (CGE5a, CGE5g LAV1-LA1.1; WRV3 - WR3.1; WRV4 - WR4.1,WR4.2; WRV5 - WR5.2, WR5.4)
- teacher/student conference (WRV4 - WR4.2)
- rubric to assess collaborative learning (CGE1d; LAV2-LA2.1, LA2.3)

Coat of arms

- evaluation sheet for the intent and quality (MEV2 - ME2.1)
- teacher observation (CGE1c; WRV4 - WR4.2)

Self portrait

- teacher observation (CGE1c; WRV4 - WR4.2; MEV2-ME2.1)

Diagnostic testing

checklist to assess goal setting (LRV1 - LR1.2; WRV5-WR5.3; LAV2 - LA2.6)

Accommodations

- Some students may have difficulties with long term memory and may need prompting from the teacher or peer mentor.
- Some students may be self-conscious. In these cases a peer mentor or a teacher may conduct the interview in lieu of a fellow student.
- For students who have difficulty writing, scribes may be used to help with the organizer.
- Students who are visually impaired or blind can use descriptive language to give an accurate self-depiction in the Coat of Arms. At home or with an in-class partner, assistance can be given in locating pictures from magazines that will be added to the Coat of Arms.
- Students who have difficulties with writing should have training on, and access to, speech-to-text software either in the classroom or resource room.
- Students using American Sign Language (ASL) should practise storytelling beforehand to choose the appropriate signs for a new vocabulary.

Resources

Diagnostic resources including the following:

Gates-McGintie Academy of Reading, Brigance, Accelerated Reader, WRAT

Assessment Training Consortium:

Informal Tests For Diagnosing Specific Reading Problems, Stephen A. Pavlak

Classroom Activities For Correcting Specific Reading Problems, Stephen A. Pavlak

"A Resource for Assessment, Evaluation and Reporting 1999" developed by Kawartha Pine Ridge DSB

Activity 2: Retelling a Narrative: Another's Point of View

Time: 3 hours

Description

From a collection of myths, ballads, modern and traditional narratives and fairy tales, students rewrite the plot so that it is told from the villain or antagonist's point of view.

Strand(s) and Expectations

Catholic Graduation Expectations

CGE2b - reads, understands, and uses written materials effectively;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations

LRV1 - read and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas, and issues;
WRV2 - identify, select, and use the literary and informational forms that support the writer's purpose and audience;
WRV3 - use a variety of organizational structures and patterns to produce writing;
WRV4 - revise written work both collaboratively and independently with a focus on clarity, competency, and accuracy of information;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as appropriate;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations;
MEV2 - apply understanding of the relationships between the form, purpose, audience, and production to collaboratively create media works.

Specific Expectations

LR1.8 - respond to texts they have read, respectfully comparing their own ideas, values and opinions to others' (e.g., response journals, used as the basis for reflection and small-group sharing);
LR1.9 - explain how their personal values and beliefs influence the way they understand and interpret texts;
WR2.2 - use literary and informational texts as models to write for their own specific purposes and audiences;
WR2.3 - select and use the appropriate point of view to suit their purpose and audience (e.g., first person in a letter to the editor; second person for instructions to a new user of pagers; third person in a biography);
WR2.4 - use the appropriate level of language to suit the purpose and audience (e.g., simple words and sentences in a children's story; contemporary colloquial language in a persuasive argument for peers);
WR3.1 - identify and select the appropriate organizational plan to structure written work (e.g., chronological order; order by example; least to most important; compare/contrast);
WR4.1 - use a variety of strategies to revise written work (e.g., read the work aloud to self or another; select from a list of transition words and phrases to link ideas; use a checklist to examine the content for clarity, completeness, consistent tense and point of view);
WR4.2 - confer with teacher, peers and mentors, and use feedback to produce writing which is complete, organized and clear;
WR5.4 - use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the following requirements for grammar, spelling, and punctuation;
LA1.1 -use a range of strategies to extend vocabulary, including word-building strategies (e.g., building on root words using suffixes and prefixes) and use of a thesaurus (print or electronic);
ME2.1 - collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers; use script and sound effects to create an announcement over the school PA system for an up-coming event; create a video or audio how-to manual; create a multi-media welcome and orientation for students new to the school or community).

Planning Notes

- To some extent the activity requires that students become familiar with the writing style and narrative voice of the original text. Having a variety of literature at different reading levels in the classroom is important. The teacher-librarian can be helpful in providing resources.

- This activity focusses on characterization and narrative point of view. The antagonist selected for study should be one of strong character whose motives and behaviour will provide students with enough information to compose their own narrative point of view.
- Also, because the objective relates to characterization and point of view, the choice of narrative can be adjusted to meet the needs of the student. For instance, a comic book/graphic novel might be a suitable substitute for a more traditional text and yet meet the same expectations.
- This activity offers an excellent opportunity to read the class *The True Story of The Three Little Pigs*. It is a superb, comic example of the alternate narrative point of view.

Prior Knowledge Required

- Familiarity with the narrative structure

Teaching/Learning Strategies

- The teacher begins with a discussion of a narrative known by most of the class that contains a colourful and animated antagonist. This discussion should be thorough enough to ensure everyone in the class has a detailed understanding of the narrative.
- The discussion is then directed toward the personality of the villain or antagonist in the text, focussing specifically on behaviour and motivation. The intent is to have the students revisit the narrative with sympathy or at least an understanding of an alternative point of view.
- Using the children's literature texts found in the classroom or library, the student selects a narrative with a strong antagonist.
- Working in pairs, each student first reads the text silently and then aloud to the other student. If possible a student mentor or teacher also acts as audience and/or reader. The intent is to have the student become familiar with the text by both reading and listening.
- Students begin a character sketch of the villain/antagonist using the organizer below.

Character Profile of the Antagonist

Date:_____ Name:_____

Story: _____

Villain: _____

Describe what the antagonist looks like (height, weight, clothing, scent, hairstyle, etc.)

a) from the text

b) from illustrations

What does the antagonist say? (Quote the antagonist)

What does this tell us about the antagonist?

Describe the actions of the antagonist.

What does this tell us about the antagonist?

What do others say about the antagonist?

What does this tell us about the antagonist?

What <u>five</u> words would you use to describe the antagonist?

Why is the antagonist upset?

- Each student begins to compose his/her own 200-300 word narrative so that the plot parallels the original while the point of view shifts to that of the antagonist (villain).
- Students proofread and peer-edit the rough draft (see **Language Appendix 1.14a, 2.01, 2.01a, 2.01b, 3.01**).
- When the final draft is completed, students share their revised narrative with the class.

Culminating Activity

The culminating activity is the creation of a wanted poster, based on the portrait of the antagonist (villain) developed above:

- Each student creates a poster.
- The poster includes a caption describing the villain.
- The poster is displayed in the classroom, e.g., in a "Rogue's Gallery", or alternately grouped together in a showcase for viewing by the general school population.

Assessment/Evaluation Techniques

The retold narrative

- rubric for the assessment of the narrative (see Parable Appendix 1.3) (CGE2b, CGE2c; LRV1 - LR1.8, LR1.9; WRV2 - WR2.2, WR2.3; WR2.4)
- peer editing and self-assessment checklists (CGE5a, CGE5g, LAV1 - LA1.1; WRV3 - WR3.1; WRV4 - WR4.1, WR4.2; WRV5 - WR5.4)
- teacher/student conference (WRV4 - WR4.2)

Wanted Poster

- rubric (see assessment of the Wanted Poster, Parable Appendix 2.1) (MEV2 - ME2.1)
- teacher/student conference (WRV4 - WR4.2)

Accommodations

- For students who have challenges related to decoding and reading, the teacher may help choose an alternative text.
- Allow more writing space on sheets that have to be filled in, if necessary.
- For deaf and hard-of-hearing students closed-captioned videos may be used. Some fables and fairy tales are available in ASL.

Resources

The True Story of The Three Little Pigs, Jon Scieszka (ISBN 0590443577)

Monsters, Jamestown Publishers john.merchant@sympatico.ca

Best Short Stories, Jamestown Publishers john.merchant@sympatico.ca

Childrens's Literature

Activity 3: Modernizing a Parable: Getting to Know Your Neighbour

Time: 7 hours

Description

From a collection of Biblical parables, students replicate the plot line to place it in a modern setting, keeping the essential moral of the story intact. The intent is to make these parables relevant to the students' lives. The second part of this activity will involve a collaborative effort to create an illustrated version in the form of a storybook.

Strand(s) and Expectations

Catholic Graduation Expectations

CGE1c - actively reflects on God's Word as communicated through the Hebrew and Christian Scriptures;
CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good;
CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE5a - works effectively as an interdependent team member;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations

LRV1 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas and issues;
LRV3 - explain the effect of key elements of style in a variety of literary and informational texts;
WRV2 - identify, select, and use the literary and informational forms that support the writer's purpose and audience;
WRV3 - use a variety of organizational structures and patterns to produce writing;
WRV4 - revise written work both collaboratively and independently with a focus on clarity, competency and accuracy of information;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situation;
MEV2 - apply understanding of the relationships between the form, purpose, audience and production to collaboratively create media works.

Specific Expectations

LR1.3 - read texts for a variety of purposes, including: extending knowledge of different genres; reading for personal purposes; gaining information for writing and discussion (e.g., to gather and share information on future careers);
LR1.4 - identify and explain information, ideas and issues in texts (e.g., issues of social justice in popular songs or articles);
LR1.8 - respond to texts they have read, respectfully comparing their own ideas, values and opinions to others' (e.g., Response journals, used as the basis for reflection and small-group sharing);
LR1.9 - explain how their personal values and beliefs influence the way they understand and interpret texts;
LR3.1 - identify and describe how and why authors choose to use language and words different literary and informational texts. (e.g., short sentences create clarity in informational texts; powerful verbs create action and suspense in a short story.);
WR2.2 - use literary and informational texts as models to write for their own specific purposes and audiences
WR2.3 - select and use the appropriate point of view to suit their purpose and audience (e.g., first person in a letter to the editor; second person for instructions to a new user of pagers; third person in a biography);
WR2.4 - use the appropriate level of language to suit the purpose and audience (e.g., simple words and sentences in a children's story; contemporary colloquial language in a persuasive argument for peers);
WR3.1 - identify and select the appropriate organizational plan to structure written work (e.g., chronological order; order by example; least to most important; compare/contrast);
WR4.1 - use a variety of strategies to revise written work (e.g., read the work aloud to self or another; select from a list of transition words and phrases to link ideas; use a checklist to examine the content for clarity, completeness, consistent tense and point of view);
WR4.2 - confer with teacher, peers and mentors, and use feedback to produce writing which is complete, organized and clear;
WR5.2 - produce, format, and publish written work using the appropriate technology to share writing with intended audiences;

WR5.4 - use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, spelling and punctuation;
LA1.1 - use a range of strategies to extend vocabulary, including word-building strategies (e.g., building on root words using suffixes and prefixes) and use of a thesaurus (print or electronic);
ME2.1 - collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers; use script and sound effects to create an announcement over the school PA system for an up-coming event; create a video or audio how-to manual; create a multi-media welcome and orientation for students new to the school or community).

Planning Notes

- The effort required for this activity is equally divided between composition and production.
- The teacher will provide a translation of the Bible appropriate to the reading level of the class.
- The students need to identify with the original Biblical narrative to be able to make the imaginative leap necessary to envision how the principles and morals it contains are equally relevant today. The teaching strategies contain a list of suggestions to help students relate to these parables.
- The teacher begins the activity by selecting a parable and modelling the process with the class. The parables selected focus on the themes of servant leadership, community and the wise use of our talents to help others.
- These themes are reinforced in Unit 5, Interdependent Learning when students will reflect on their ability to be servant leaders in an interdependent community of learners.
- The film version of *Godspell* is a modernization of the parables and students may wish to use it with the class.
- A member of the chaplaincy team or the religion department may assist with the interpretation of the parable stories.
- This activity offers students the opportunity to demonstrate and display their best efforts to others, both in the classroom and in the wider community. The intention is to improve self-esteem in each student.
- The survey regarding the creation of the illustration allows students to think carefully about their work. The teacher may use the survey to create a dialogue about the elements of illustration. It may be best to use the survey in a one-to-one or small group setting.

Prior Knowledge Required

- familiarity with characters in the Bible

Teaching/Learning Strategies

- Students are provided with following set of Biblical parables from which to make their selections:
  The Parable of the Prodigal Son (*Luke 15: 11-32*)
  The Parable of the Gold Coins (*Luke 19:11-27*)
  The Parable of the Lost Sheep (*Luke 15: 1-7*)
  The Parable of the Great Feast (*Matthew 22: 1-10*)
  The Parable of the Workers in the Vineyard (*Matthew 20: 1-16*)
  The Parable of the Mustard Seed (*Mark 4:30-32*)
  The Parable of the Unforgiving Servant (*Matthew 18: 21-35*)
  The Parable of the Three Servants (*Luke 19: 11-27*)
  The Parable of the Wicked Vinedressers (*Mark 12: 1-12*)
  The Parable of the Rich Fool (*Luke 12: 16 - 21*)
  The Parable of the Good Samaritan (*Luke 10: 25-37*)

- A parable is read aloud three times by the class. Each time the student's understanding of the parable should deepen.
  - The teacher begins by reading the parable aloud to the class.
  - Next, the teacher narrates the story and selected students read the characters' parts.
  - Finally, the teacher narrates the story, students read the characters' parts and other students pantomime the actions of the parable.
- This is followed by a discussion that reviews the content, vocabulary items, and the lesson of the parable. Students make notes using the following organizer:

Name of Parable	Plot of Parable	Lesson/Moral of Parable	New Vocabulary

- A brainstorming session generates several plausible modernizations of the original. Care is taken to encourage enough detail to clearly develop each of these parallels.
- The teacher provides a chart that contains some but not all of the features that would create an adaptation of the story. Some suggestions for adaptations to the original might include:
  - Making the characters farm animals or comic book or sitcom characters. Gender can also change.
  - Creating a setting on a spacecraft or in Antarctica or in a different time period.
  - The conflict may change from Human versus Nature to Human versus Self.
  - The plot changes to a comic or a tragic ending.

Adaptation Chart

Title	Setting	Conflict	Character	Plot
Original Story				
Adaptation 1				
Adaptation 2				

- The teacher and students orally retell the stories using their **Adaptation Chart** as a prompt.
- Once this modelling is complete, students are given time to individually read from the suggested list of parables and select a parable.
- The teacher pairs up students who have chosen the same parable. Together they read the parable aloud. If possible a student mentor or teacher acts as audience and/or reader. The intent is to have the student read and listen to the parable frequently to deepen understanding.
- At this point the students retell the sequence of what happens in the story and identify vocabulary words.
- Still working with a partner, the pair brainstorms their common parable using an organizer to identify setting (time and weather, other aspects of the environment), characters, and other narrative elements to complete the prewriting stage of the activity. At this point any vocabulary concerns are addressed and these items are entered in the student glossary. Students should do a Frayer Model analysis of the vocabulary words (see **Language Appendix 1.1, 1.2, 1.3**).
- Each student composes his/her own 150 - 300 word modernization of the parable using the Adaptation Chart organizer as a guide.
- Students proofread and peer-edit the rough drafts (see **Language Appendix 1.14, 1.15, 2.01**).
- Students revise their work and make final drafts. The teacher groups the students according to those who have chosen the same parable and students share their modern parable with the group. Student silently read each other's stories, then the stories are read aloud.

Culminating Activity

The culminating activity is the publishing of the adapted parable in the form of an illustrated children's story book. It is a collaborative effort and students work in groups of two-four to design and create this product. The assignment follows the following steps:

- Students are grouped according to the parable they have studied.
- The group develops the format for an illustrated design of the text with images, number of ideas per page, storyboarding, etc. so that all production aspects of physically creating the book are workshopped. An **Illustrating a Modern Parable Survey**, is also completed as a group focussing activity.

Illustrating a Modern Parable: Survey

Title of your Modernized Parable _____
Are there illustrations on every page? _____
What captures your interest in the first illustration? _____
Describe the main features of each character. _____
What details are repeated in each illustration? _____
What colours are used for the main characters? _____
How do the illustrations tell the story without the text? _____
What medium is used for the illustrations (paint, pencil, etc.)? _____
Are the illustrations realistic or fantastic? _____

- The teacher provides many of the resources needed for the construction of the illustrated text including scissors, paper, glue and markers.
- The product is shared in class and where possible the teacher arranges to have students find an audience at an elementary school. Alternately, donating the student's work to the school library is another way of providing an audience.

Assessment/Evaluation Techniques

The modernized parable

- rubric for the assessment of the parable (see Parable Appendix 1.3), (CGE2c; LRV1 - LR1.3, LR1.4, LR1.8, LR1.9; LRV3 - LR3.1; WRV2 - WR2.2, WR2.3; WR2.4)
- peer editing and self-assessment checklists (CGE5a, CGE5g LAV1- LA1.1; WRV3 -WR3.1; WRV4 - WR4.1,WR4.2; WRV5 - WR5.2, WR5.4)
- teacher/student conference (WRV4 - W R4.2)
- teacher observation CGE1c; (WRV4 - WR4.2)

The illustrated parable story book

- rubric for the assessment of the story book (MEV2 - ME2.1)
- peer editing and self-assessment checklists (CGE5a, CGE5g, LAV1 - LA1.1; WRV3 - WR3.1; WRV4 - WR4.1,WR4.2; WRV5 - WR5.2, WR5.4)
- teacher/student conference (WRV4 - WR4.2)
- teacher observation (CGE1c; WRV4 - WR4.2)
- collaborative learning checklist to assess collaboration and monitor process in groups (**Self Evaluation for Collaborative Learning**, see **Parables Appendix 4.1**) (CGE1d; LAV2-LA2.1, LA2.3)

Accommodations

- The teacher may help students choose a selection from a paraphrased Bible or if necessary a Children's Bible.
- More time may be allocated for students who have difficulty with the writing process.
- Some students may have difficulty with drawing illustrations. Images from magazines, newspapers or Internet can be used.

Resources

The Bible

Audio tapes of New Testament, Canadian Bible Society

Acting Out The Miracles and Parables, Sr. Mary Glavich SND 0 89622 363 9

Parables for Now, Edmund Flood (ISBN 0871931869)

Basic English – Children's Literature OAIP document (ISBN 0772968004)

Activity 4: Reading to the Class: And So It's Told

Time: 2 hours

Description

Selecting an appropriate text of children's literature from home, the classroom or the library, the student practises and then reads this storybook to the class. Alternatively, if the student has a favourite story or long poem, (e.g., rap), this can be substituted for the children's story.

Strand(s) and Expectations

Catholic Graduation Expectations

CGE2b - reads, understands and uses written materials effectively;

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others.

Strand(s): Literature Studies and Reading, Language

Overall Expectations

LRV1 - read and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas and issues;

LAV2 - use listening techniques and oral communications skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation.

Specific Expectations

LR1.3 - read texts for a variety of purposes, including: extending knowledge of different genres; reading for personal purposes; gaining information for writing and discussion (e.g., to gather and share information on future careers);

LR1.5 - select and apply the appropriate strategy from a growing repertoire of reading strategies to deepen understanding, of particular texts (e.g., set a purpose for reading; adjust reading style [skimming or scanning]; self-question while reading);

LA2.3 - demonstrate appropriate listening behaviours in large groups. (e.g., not talking, looking at speaker as appropriate, note taking);

LV2.5 - use techniques of effective oral communication (e.g., rehearse from written notes prior to presentation; speak clearly, in complete sentences, with an audible voice; identify topic and purpose for speaking; maintain eye contact with audience) to make short presentations to the class or small groups, as appropriate to their confidence.

Planning Notes

- The physical environment should be inviting for the oral reader. Arranging the desks in a circle, dimming the lights, using an available drama room or perhaps even the chapel, are all suggested strategies to create a more comfortable atmosphere.
- Before any of the students read it is important to provide some warm-up exercises to reduce anxiety. The teacher may choose to go first to model the reading.
- Should the student decide to use a longer poem or story rather than one taken from children's literature, it is important that the content is appropriate for younger children since a possible extension activity involves reading this story to a young audience.

Prior Knowledge Required

- experience of working with younger children, would be helpful
- some experience reading aloud to a group

Teaching/Learning Strategies

- The teacher guides the student in the selection of an appropriate children's literature text from school, home, or the public library that he/she feels comfortable reading to the class.
- The student reads this text silently several times.
    - Initially the student scans the text for unfamiliar words.
    - Then the student pronounces the word with prompting.
    - Next the student reads the whole sentence aloud and tries to infer the meaning of the word.
    - In pairs, the entire text, is read for knowledge and the content is discussed with a reading partner.
    - Then the student reads the text, underlining important words for emphasis. The student should be encouraged to experiment with volume, tone, and pacing.
    - The teacher is present during this rehearsal time to coach the student with strategies to encourage an effective, dramatic oral reading.
- Comfortably seated, students begin with an "ice breaker" activity such as joke telling to help reduce any anxiety caused by reading to a large group.
- The student reads the story to the class with special care being taken by the teacher to ensure that the audience is quiet and respectful.
- This pattern is repeated, in turn, until all the students have completed the activity.

Extension Activity

- Have the student read to a younger child in the home, if possible.
- Have the class visit an elementary school to provide a dramatic reading, for a younger audience.

Assessment/Evaluation Techniques

Reading to class

- self evaluation rubric (see Self-Evaluation for Collaborative Learning, Parable Appendix 4.1) (CGE2b, LRV1-LR1.3, LR1.5; LAV2-LA2.3, LA2.5)
- informal teacher observation (LAV2-LA2.3; LRV1-LR1.3, LR1.5)
- presentation rubric (see Parable Appendix 4.2) (CGE2b, CGE2c; LRV1 - LR1.3, LR1.5; LAV2-LA2.3, LA2.5)

Accommodations

- Some students may find the task of reading the entire text to the class an uncomfortable one despite the task being within the range of their ability. In such cases the teacher can suggest that the student read an excerpt of a page or a few pages.

- If the student has difficulty decoding and reading, an appropriate strategy might be to have him/her show the illustrations of the book to the class and tell the narrative from memory using the pictures as cues.

Resources
Selections from Children's Literature

Activity 5: Reader's Theatre: Together We Tell the Story
Time: 3 hours

Description
This activity is a natural reading extension of Activity 4, although it may also stand on its own. In the previous activity, the students have selected and read to the class an appropriate text of children's literature. In this activity sound recording technology is used to create a media product. As a collaborative effort, students share the task of recording a dramatic reading of their story, complete with sound effects. The cassette recording becomes the medium for their Reader's Theatre presentation.

Strand(s) and Expectations
Catholic Graduation Expectations
CGE2b - reads, understands and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE5a - works effectively as an interdependent team member;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Literature Studies and Reading, Language, Media Studies

Overall Expectations
LRV1 - read and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas, and issues;
LAV2 - use listening techniques and oral communications skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation;
MEV2 - apply understanding of the relationships between the form, purpose, audience, and production to collaboratively create media works.

Specific Expectations
LR1.3 - read texts for a variety of purposes, including: extending knowledge of different genres; reading for personal purposes; gaining information for writing and discussion (e.g., to gather and share information on future careers);
LR1.5 - select and apply the appropriate strategy from a growing repertoire of reading strategies to deepen understanding of particular texts (e.g., set a purpose for reading; adjust reading style [skimming or scanning]; self-question while reading);
LA2.3 - demonstrate appropriate listening behaviours in large groups. (e.g., not talking, looking at speaker as appropriate, note taking);
LV2.5 - use techniques of effective oral communication (e.g., rehearse from written notes prior to presentation; speak clearly, in complete sentences, with an audible voice; identify topic and purpose for speaking; maintain eye contact with audience) to make short presentations to the class or small groups, as appropriate to their confidence;

ME2.1 - collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers; use script and sound effects to create an announcement over the school PA system for an up-coming event; create a video or audio how-to manual; create a multi-media welcome and orientation for students new to the school or community).

Planning Notes

- This activity works equally well as either a continuation of Activity 4 or as a separate activity. Rehearsal is used as a strategy for improving reading.
- Rehearsal needs to be done at school but the students may choose another location to do the actual taping. Using school equipment may be the most obvious method, but in many situations students may prefer to meet and make the recording at home. While there are organizational concerns related to this strategy, the more familiar setting, extra time, and often superior equipment can produce an excellent product.
- An interesting extension activity is to organize an excursion to a television or recording studio to see professional technology first hand.
- The teacher may choose to use a one-act play's instead of a short story or a longer poem.
- The teacher may employ senior drama students to help direct and produce the Reader's Theatre.

Prior Knowledge Required

- some technical understanding of audio cassette recorders and the recording process

Teaching/Learning Strategies

- Groups of two to four students select a short narrative such as short story, one-act play, children's story or long ballad from school, home, or the public library. The text must be relatively simple to divide into parts. If this activity is a continuation of Activity 4, the text agreed upon is from those read in that activity. As well students must be able to read the story with some fluency.
- Prior to group rehearsal, the teacher assigns roles. Each student is given the opportunity to read the text several times both silently and aloud. If possible, the teacher, peer mentor, or senior drama student is present to coach the student with strategies such as the following to encourage an effective, dramatic oral reading:
    - Initially the student scans the text for unfamiliar words.
    - Then the student pronounces the unfamiliar word with prompting.
    - Next the student reads the whole sentence aloud and tries to infer the meaning of the word.
    - In the group read through, the entire text is read for knowledge and the content is discussed with the group.
    - Each student has his/her own prompt book. This book contains the photocopies of the text, and wide margins where the students can record notes. These margin notes can include words to emphasize, including volume, tone and pacing, cues for sound effects, etc.
- Students record their readings.
- On the presentation day, each group introduces its recording, discusses what has been learned and then plays the cassette.
- Awards are given to each group for its effort (most creative, most humorous, most innovative, most likely to receive an Oscar, etc.,).
- Students compose a four sentence acceptance speech thanking all those who made the award possible.

Extension Activity

- Have the class provide a dramatic reading to another class, or in a senior citizen's home.

Assessment/Evaluation Techniques

- audio cassette presentation
- self-evaluation rubric (see Parables Appendix 4.2) (CGE2b; LRV1 - LR1.3, LR1.5; LAV2 - LA2.3, LA2.5)
- group activity checklist (see Parables Appendix 1.4) (LAV2 - LA2.3; LRV1 - LR1.3, LR1.5)
- Rubric (CGE2b, CGE2c; CGE4f; CGE5a, CGE5g; LRV1 - LR1.3, LR1.5; LAV2 - LA2.5)

Accommodations

- Some students may require an alternative text or the teacher can act as a prompter. An alternative is to provide the student with more time to rehearse on his/her own.
- Some students may be self-conscious reading in a group. In this case students may use a resource room or a more comfortable setting to rehearse. A further accommodation may involve having a student choose a one-act play and record it on his/her own.
- If the student requires even greater accommodation, an appropriate strategy might be to have him/her read a portion of the text with the teacher as a partner.
- Use a video recording if the student is unable to listen to an audiotape.
- As an option, students can prepare pictures and videotape the story in ASL.

Resources

Monsters, Jamestown publishing john.merchant@sympatico.ca

Deceptions, Jamestown publishing john.merchant@sympatico.ca

Dead Men's Shoes, Howdan (ISBN 089061-361-3)

Activity 6: The Novel: Time To Read

Time: 12 hours

Description

Selecting either a single class novel or choosing from a collection of texts appropriate for the various skill levels present in the class, students do an in-depth study of the work. Students will extend their Language Arts skills, develop an understanding of the elements of narrative structure, and foster an appreciation of the values inherent in the literature. The activity also place specials emphasis on writing strategies related to grammar and sentence mechanics.

Strand(s) and Expectations

Catholic Graduation Expectations

CGE2b - reads, understands, and uses written materials effectively;
CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;
CGE3d - makes decisions in light of gospel values with an informed moral conscience;
CGE5a - works effectively as an interdependent team member;
CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations

LRV1 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas and issues;
LRV2 - demonstrate understanding of key literary and informational text forms, including novels, poems, and magazine feature articles and editorials;

LRV3 - identify and explain the effect of key elements of style in a variety of literary and informational texts;
WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;
WRV2 - identify, select and use the literary and informational forms that support the writer's purpose and audience;
WRV3 -use a variety of organizational structures and patterns to produce writing;
WRV4 -revise written work both collaboratively and independently with a focus on clarity, competency and accuracy of information;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations;
MEV2 - apply understanding of the relationships between the form, purpose, audience and production to collaboratively create media works.

Specific Expectations

LR1.4 - identify and explain information, ideas and issues in texts (e.g., issues of social justice in popular songs or articles);
LR1.5 - select and apply the appropriate strategy from a growing repertoire of reading strategies to deepen understanding of particular texts (e.g., set a purpose for reading; adjust reading style [skimming or scanning]; self-question while reading);
LR1.7 - demonstrate understanding of text by: citing explicit information; making inferences; using evidence from a text to support judgements and conclusions, interpreting charts and diagrams);
LR1.8 - respond to texts they have read, respectfully comparing their own ideas, values and opinions to others' (e.g., Response journals, used as the basis for reflection and small-group sharing);
LR2.1 - describe the common elements of key literary text forms, including novels, short stories, poetry and plays (e.g., setting, conflict, characters, plot, theme) and compare some key differences (e.g., one plot in short stories, but subplots in novels and longer plays; limited setting and characters in short stories);
LR3.1 - identify and describe how and why authors choose to use language and words different literary and informational texts. (e.g., short sentences create clarity in informational texts; powerful verbs create action and suspense in a short story.);
LR3.2 - identify stylistic devices such simile, metaphor, personification and foreshadowing;
WR1.1 - use a variety of strategies, including identifying the purpose for writing, formulating questions, and generating lists of potential topics (e.g., brainstorm lists, semantic webs, mind-maps);
WR1.3 - record information from print and electronic sources in a variety of ways (e.g., information in visual/graphic organizers; impressions/reflections in personal journals; photos, illustrations, sound clips in visual/oral journals);
WR1.4 - categorize and classify information (e.g., use of headings and subheadings, compare/contrast charts, visual organizers);
WR2.2 - use literary and informational texts as models to write for their own specific purposes and audiences;
WR2.3 - select and use the appropriate point of view to suit their purpose and audience (e.g., first person in a letter to the editor; second person for instructions to a new user of pagers; third person in a biography);
WR2.4 - use the appropriate level of language to suit the purpose and audience (e.g., simple words and sentences in a children's story; contemporary colloquial language in a persuasive argument for peers);
WR3.2 - develop and organize descriptive paragraphs (e.g., pattern detail around the five senses; describe, using spatial detail, the route to a destination);

WR4.1 - use a variety of strategies to revise written work (e.g., read the work aloud to self or another; select from a list of transition words and phrases to link ideas; use a checklist to examine the content for clarity, completeness, consistent tense and point of view);
WR4.2 - confer with teacher, peers and mentors, and use feedback to produce writing which is complete, organized and clear;
WR5.4 - use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the following requirements for grammar, spelling, and punctuation;
LA1.1 - use a range of strategies to extend vocabulary, including word-building strategies (e.g., building on root words using suffixes and prefixes) and use of a thesaurus (print or electronic);
LA1.2 - use Reading Response Journals to note, record, and define interesting words from personal reading, class reading, and texts read aloud;
ME2.1 - collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers; use script and sound effects to create an announcement over the school PA system for an up-coming event; create a video or audio how-to manual; create a multi-media welcome and orientation for students new to the school or community).

Planning Notes

- While this unit is listed as the final activity, it is strongly suggested that it be started earlier in the unit, perhaps after the second activity. Students may then work at reading their novel for part of the class period while they work on other activities. Alternatively, students may read the novel as homework.
- The teacher can choose either a class novel or a variety of novels. As much as possible the strategies in this activity have been designed to work with either method.
- One useful software package to encourage reading is *Accelerated Reading*, a program that allows students to choose books appropriate to their individual reading levels.
- It is advisable to conduct a Fry's Readability test for reading levels when choosing material. This way the work will not only be topical but comprehensible to the students.

Prior Knowledge Required

- some experience with reading short fiction or informational text

Teaching/Learning Strategies

- Students fill out Inventory of Reading Interest Chart to help focus on interest and text selection.

Inventory of Reading Interest Chart

1. List three book titles you have read in the past.

_____

_____

_____

2. Circle the topics of interest to you.

Adventure, Suspense, Sports heroes, Science fiction, Romance, Mystery, Horror,
Other: _____

3. How do you like to read? (Rank the following in order of preference: 1 = most, 4 = least)

_____ Silently to myself
_____ Have someone read to me
_____ Read out loud to myself
_____ I read to others

4. The time of day when I read the best is _____

5.	The place(s) where I read the best are _____
6.	The day(s) of the week when I read the best are _____
7.	The longest I have ever read at one time is _____
8.	My most difficult reading experience was _____
9.	The longest book I have read had _____ pages.
10.	My favourite character that I have read about is _____
11.	My favourite TV character is _____

- In consultation with the students, and accounting for the Inventory of Reading Interest Chart, the teacher provides either a class novel or a selection of texts appropriate to the needs of the class.
- As an introductory activity the students are asked to read the first page of their novel and to respond to the first journal prompt dealing with setting and narrative point of view.

Elements of Setting Chart

Prompts	Answers
Where does your story take place?	
What are the names of the characters (if any) you have met?	
From what point of view is your story told?	
After reading the cover, the back page and the first page of your book predict what you believe will happen in the story.	

- Students read their novels. Depending on the student's learning style and abilities some students may read silently, others may read to a peer mentor. The focus is to have the student reading as opposed to being read to. While the disposition of classes may vary, silent reading activities work well at the start of the class.
- After reading for a sustained period, students record what they have read into their reading journals. The following are some typical guiding questions:
  - What new characters have you met so far?
  - What new words have you encountered?
  - What has happened in the story? (plot)
  - Choose a key sentence that you think is important to the story.
  - What problems have developed?
  - Predict: What will happen in the next chapter?
  - If you were the protagonist what would you do if you were in the same situation/conflict?
- Journal Writing should take less than a third of the class to complete. The focus is on the quality of ideas.
- The strategies listed below provide some guided activities to introduce the novel. However the method of direction chosen by the teacher to best explore the novel will depend in part on the text(s) chosen and also on the disposition of the class. What follows is a collection of ten suggested strategies for journal writing and reader response. It may also be advantageous to use some of these suggestions on more than one occasion as need and student interest dictate.
  - Students do a KWL chart. (What I **K**now, What I **W**ant to Know, What I **L**earned) It should begin only after students have read a few chapters and are comfortable with the novel's plot.
  - To practise spelling and vocabulary, students create a crossword puzzle. Assign one or more chapters to the class, select an appropriate number of words (usually between 10 and 20) and provide a dictionary that corresponds to the skill level of the students. Issue each student with two blank grids to allow for a rough and good copy of the crossword puzzle.

- Students create a **cloze** exercise of a passage or a chapter. They begin by composing a summary of the assigned reading. Once this is completed, the students are told to underline what they feel is a key word in each sentence. When this summary is rewritten in its final draft the underlined word is left blank. An answer box at the bottom of the page provides clues for another student to complete the **cloze** summary.
- A useful variant to the above that focusses on grammar is to instruct the student to repeat the above exercise except that he/she is to remove words from each sentence that represent parts of speech, e.g., leave blank five nouns, five verbs, and five adjectives.
- Provide students with a sheet of blank paper and have them draw a map of the setting.
- Students compose a descriptive paragraph of a scene from the novel that they find striking. This should be accompanied by an illustration of the scene.
- A useful strategy is to guide student writing by defining many of the writing variables. One such method is called RAFT. After selecting a chapter to create a written response, the student then chooses a **R**ole, an **A**udience, a **F**ormat and a **T**opic e.g.,, as a shipwrecked pirate[**r**ole] send a message in a bottle [**f**ormat] to your fellow pirates [**a**udience] telling them where to find the buried treasure[**t**opic].
- Students create a "character card" for each major figure in the chapter. The format should resemble a baseball card with a picture of the character on the front and a description with the "vital statistics" on the back.
- Students select a scene from the chapter that they feel is particularly important. Have them summarize the scene in a paragraph and then illustrate the scene with a cartoon strip of four to eight frames.
- Students script a radio play of a chapter with a narrator, dialogue between main characters and sound effects.
- Students borrow the narrative elements of a chapter to compose a ballad/story/poem or a set of song lyrics written to accompany the music of their favourite song.

Culminating Activity

The culminating activity is intended to be a creative expression of the student's experience with the literature. Below are five suggested activities.

- Once the student has finished the novel have him/her write the next chapter, trying to continue the narrative, point of view and if possible the style of the original.
- Have the student assume that he/she is the son or daughter of the main character and it is now 20 years later. The student should continue the narrative from this new point of view.
- Working in small groups, have the students compose a television play based on the book. Proper script format with a focus on both dialogue and stage directions are expected.
- Have the student compose a series of diary entries that one of the characters might have kept throughout the story.
- Have the student pretend to be a writer for a magazine or newspaper. Have him/her compose a review of the novel.

Assessment/Evaluation Techniques

Note: Because there is such a wide variety of strategies suggested here, the actual assessment and evaluation techniques will depend on the specific strategies that have been chosen by the teacher.

Response Journals (CGE2c, CGE2d; LRV1 - LR1.4, LR1.7, LR1.8; WR1.1; WRV2 - WR2.3, WR2.4; LAV - LA1.2)

KWL Chart (LRV1 - LR1.5; WRV1 - WR1.3, WR1.4; LAV1 - LA1.2)

Crossword Puzzle (WRV1 - WR1.4; LAV1 - LA1.1)

Cloze exercise (WRV1 - WR1.4; WRV5 - WR5.4; LAV1 - LA1.1)

Map of setting (LRV2 - LR2.1)
Descriptive paragraph with illustration (WRV2 - WR2.4; WRV3 - WR3.2)
RAFT guided writing (WRV2 - WR2.4)
Character card (LRV2 - LR2.1; WRV1 - WR1.3, WR1.4)
Paragraph with cartoon strip (WRV2 - WR2.4)
Script of radio play (LRV3 - LR3.1; WRV2 - WR2.2, WR2.3)
Ballad/song lyrics (WRV2 - WR2.2, WRV2 - WR2.4)
End of novel rewrite (CGE2b, CGE2c, CGE5g; LRV3 - LR3.1; WRV2 - WR2.2, WR2.3; WRV4 - WR4.1, WR4.2; WRV5 - WR5.4)
Television storyboard and script (CGE5a; LRV3 - LR3.1; WRV2 - WR2.2, WR2.3; MEV2-ME2.1)
Diary entries (CGE2c; LRV1 - LR1.8; WRV1 - WR1.1; WRV2 - WR2.2, WR2.3)
Newspaper review of novel (CGE2b, CGE2c, CGE5g; LRV1 - LR1.4; WRV2 - WR2.2, WR2.3, WR2.4; WRV4 - WR4.1, WR4.2; WRV5 - WR5.4)
Knowledge quizzes (CGE2b, CGE2d; LRV3 - LR3.2)

Accommodations

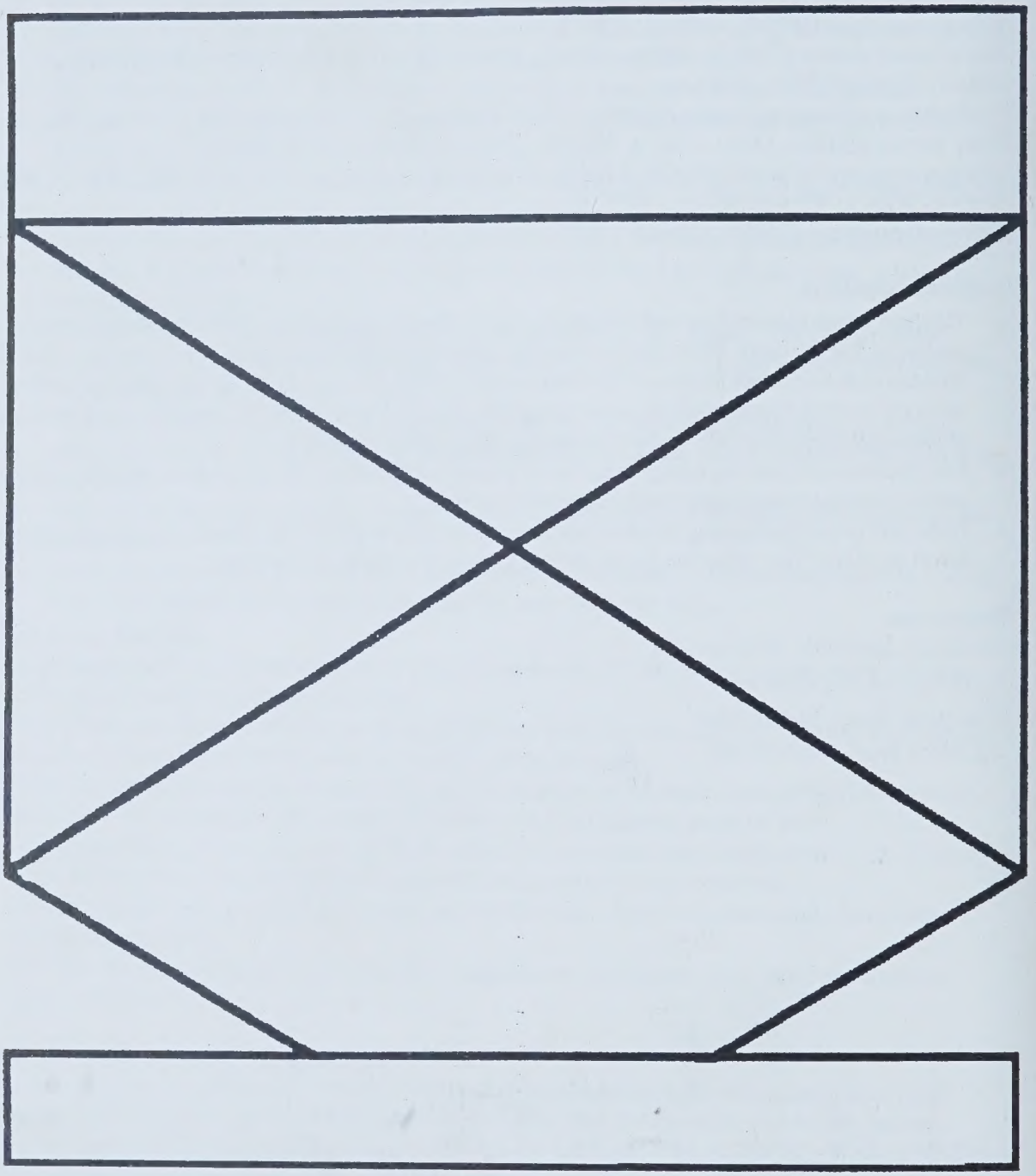
- The time frame required for ordering large print or Braille novels will inhibit the ability of the teacher to ask for input from blind or visually impaired students regarding novel selection. An alternative is to contact Resource Services, located at the W. Ross MacDonald School, Brantford, asking if several novels could be made available or placed on reserve. The teacher could then ask for recommendations from the students regarding these specific novels.
- For students with reading comprehension or memory difficulties, allow a number of short stories with a common theme rather than a lengthier novel.
- If the text is too challenging for deaf and hard-of-hearing students, they could do a closed-captioned novel on video. The video can be stopped in appropriate places for prompts.

Resources

Absolutely Invincible, William Bell
Lucky in Love, Iris Howden
Deadmen's Shoes, Iris Howden
The Black Pearl, Scott O'Dell

Parables Appendix 1.1

Coat Of Arms

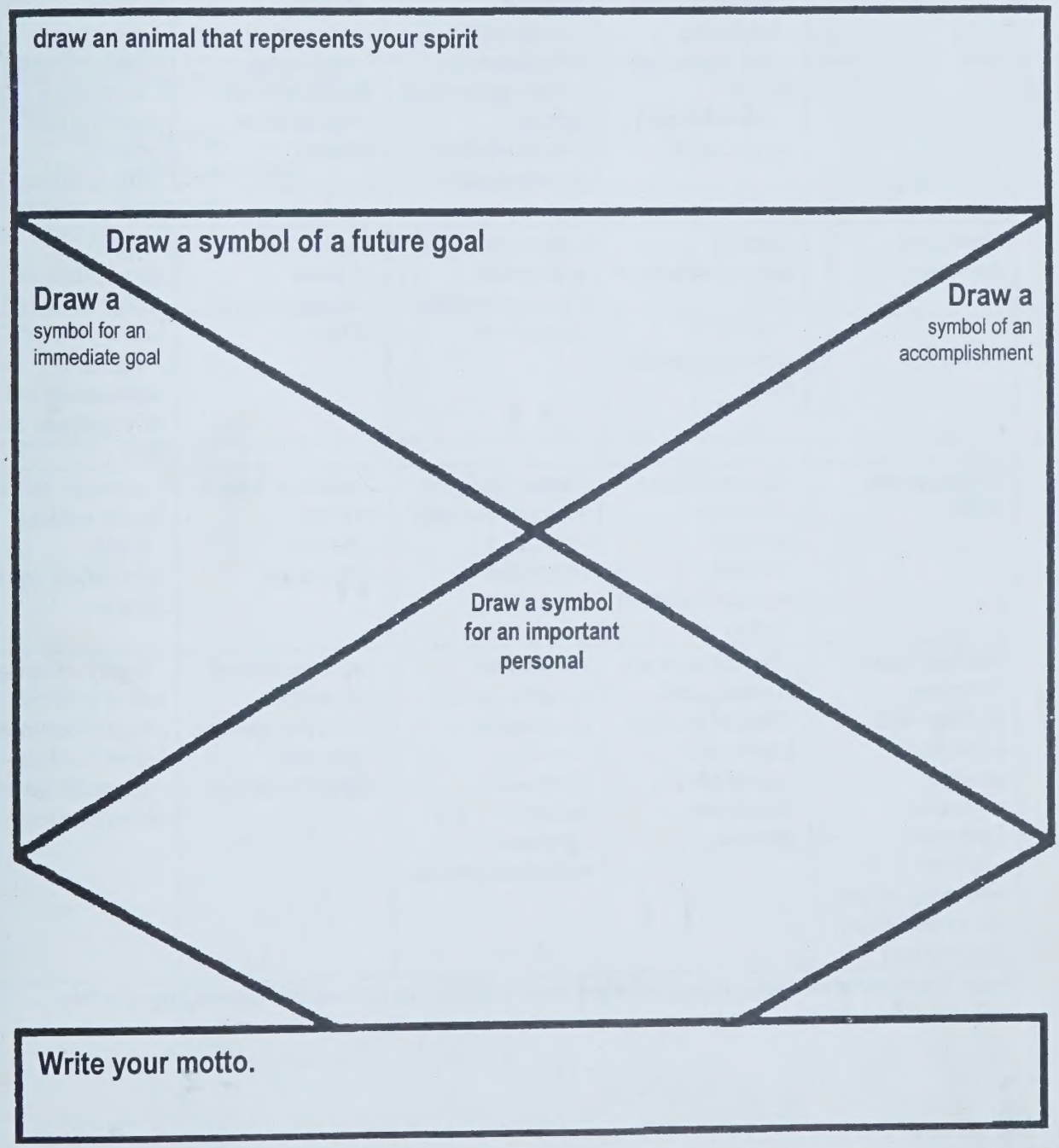


Parables Appendix 1.2

Coat Of Arms

A coat of arms or ensign is a symbol that shows others who you are and how you want to be seen. Follow the instructions below to complete your own design.

Your ensign does not have to be a great work of art. What is important is that you keep your personality, goals, and image in mind, and allow them to come through your work.



Parables Appendix 1.3

Writing Assessment Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Controlling idea and Development	- limited controlling idea - limited focus - limited sequencing - few supporting details - limited overall organization	- some evidence of controlling idea - some evidence of focus - some evidence of sequencing - some supporting details - some evidence of organization	- controlling idea clearly evident - focus clearly evident - sequencing clear - supporting details evident - organization evident	- Controlling idea highly developed - focus highly evident - sequencing highly effective - supporting details highly evident - organization highly effective
Voice and Audience	- limited appropriateness of voice - limited appropriateness of tone	- voice somewhat appropriate - tone somewhat appropriate	- appropriate use of voice - appropriate use of tone	- highly appropriate and effective use of voice - highly appropriate and effective use of tone
Language and Style	- limited variety of sentence structure - limited appropriateness of diction	- some variety in sentence structure - diction somewhat appropriate	- sentence variety evident - diction appropriate	- sentence variety highly evident - highly appropriate use of diction
Mechanics and Grammar (subject/verb agreement, pronoun/ antecedent agreement, complete sentences, proper use of modifiers, punctuation)	- limited accuracy in punctuation - limited accuracy in spelling - infrequent correctness in grammar	- somewhat accurate use of punctuation - spelling somewhat accurate - grammar sometimes correct	- accurate use of punctuation - accurate spelling - grammar regularly correct	- highly accurate use of grammar - highly accurate use of spelling - grammar almost always correct

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Parable Appendix 2.1

Assessment of the Wanted Poster

Criteria	Fair	Good	Excellent	Suggestions for Improvement
Effective Use of Time • Follows directions • Uses effective study practices • Effort is applied consistently				
Meaningful Contribution to Class Discussion • Listens respectfully • Offers useful suggestions				
Drawing / Illustrations • Neatness • Colour • Accuracy				
Text • Neatness • Mechanics • Layout				

Parable Appendix 4.1

Self-Evaluation for Collaborative Learning

E=Excellent, G=Good, S=Satisfactory, N=Needs Improvement

Evaluate your involvement	E	G	S	N
• Listened to/reviewed instructions				
• Followed instructions				
• Stayed on task				
• Communicated effectively with others				
• Contributed to organization through note taking/charting				
• Demonstrated effort				
• Contributed to communication/delivery of information				
• Contributed to making connections				
• Respected others in the group				

Comments
1. What did I learn?
2. What strengths did I show in the group?
3. What weakness do I need to continue to work upon?

Unit 2: Drivers' Education: Life Is A Highway

Time: 18 hours

Unit Description

Drivers' Education is a practical skill relevant to the student's immediate life experiences. The unit fosters awareness and appreciation of the student's responsibility to self and community. Students examine the *Ontario Driver's Manual* for a number of purposes. They read and retain information necessary to pass the Ontario Driver's Test. They analyse the technical language, style, vocabulary, and structure of the document. These writing techniques are extended in the development of a report in Unit 5, **Interdependent Learning: The Human Web**. Guest speakers such as traffic safety officers and representatives of advocacy groups contribute to the practical learning dimension of this unit. Also students learn how to interpret maps and other informational texts, as well as give and receive directions based on those texts. The units culminating activity is the creation of a Safe Driving Campaign pamphlet.

Strand(s) and Expectations

Catholic Graduate Expectations: CGE1d, CGE1e, CGE2e, CGE3c, CGE4a, CGE5e, CGE7a, CGE7h.

Strand(s): Literature and Reading, Language, Writing, Media Studies

Overall Expectations: LRV1,LRV2,LRV3,WRV1,WRV3-4,WRV5,LAV1-2, MEV2.

Specific Expectations: LR1.1, LR1.3, LR1.5-1.7,LR2.2, LR3.3, WR1.2-1.4, WR3.1,WR3.5,WR4.1-4.2,WR5.2,WR5.3,WR5.4ai-ci, LA1.1, LA1.2, LA2.1, LA2.2,LA2.5-2.6, ME2.1-2.2.

Activity Titles (Time + Sequence)

Activity 1	The Rules of the Road: Street Legal	7 hours
Activity 2	Directions: Could You Explain That Again?	4 hours
Activity 3	Responsible Driving: On the Road	3 hours
Activity 4	Responsibility: I'll Send an S.O.S. to the World	4 hours

Prior Knowledge Required

- basic computer literacy skills

Unit Planning Notes

- This unit will familiarize students with strategies for informational reading, practical skills in map reading, giving/receiving directions and designing a safe-driving pamphlet.
- Activity One requires the purchase of *The Official Drivers' Handbook*. It is available from the Ministry of Transportation or many bookstores. Students will use these resource books and study guides and school budgets should allow for the purchase of this material.
- If students have already received their level one or two license, they can use the text *Road Worthy: Becoming A Responsible Driver*, (Ontario Ministry of Transportation) as an alternate.
- Students continue to assess the individual goals that they set in Unit One.
- Students continue to use their Vocabulary Glossary to enrich their writing and reading skills.
- The teacher should examine the **Language Appendices** for activities and organizers that support vocabulary, grammar, usage, punctuation, spelling and the writing process.
- In this unit it is important to have students develop vocabulary that is germane to the topic of driving.
- The purpose of this unit is not necessarily to "teach to the test". Students will also investigate technical, legal, and moral aspects of driving.

- The unit's focus is on reading specific types of informational text as they relate to driving. The student will use the strategies for reading informational text and apply them to other types of informational text found in the subsequent units. As well, the classroom teacher is invited to supplement this unit with informational texts.
- The unit encourages the use of community links and resources, particularly when investigating issues of social responsibility and safe driving.
- The unit offers the opportunity to introduce students to those who work in the transportation industry. The teacher is encouraged to invite women speakers from non-traditional occupations who might act as role models.
- For those students who already have a driver's license, alternatives to Activity 1 are provided in the accommodation section.
- It may be useful to plan the culminating activity (the pamphlet) around times of the year when high risk driving behavior is most likely.
- Some activities in the unit make use of the Internet. Students should receive training on the ethical use of the Internet prior to its use.
- Some classes will not have access to computer hardware, in which case the pamphlet can be hand-drawn.
- The unit contains extension activities that are cross-curricular in nature. There are natural extensions into Math, Science, Business, Religion, Social Science and Geography.

Teaching/Learning Strategies

- Role playing
- Case studies/presentation of dramatizations
- Community assisted learning
- Brainstorming
- Think/pair/share
- Jigsaw
- Fieldtrips
- Teacher/student conferences
- Small group/large group discussion
- Journal responses to articles
- Use of word processor
- Computer Software for pamphlet design
- Computer Research of Topics
- Class discussion
- KWL (What I **K**now, What I **W**ant to Know, What I **L**earned)
- Issue-based analysis
- Co-operative Learning
- Socratic Teaching
- Reading One-to-One

Assessment/Evaluation

Diagnostic and Formative

Pre-test/post test

- On-line self-correcting quiz
- Group work/collaborative learning checklist
- Student/teacher conferencing to provide feedback
- Informal/formal teacher observation

- Checklist to assess small group presentations/oral communications and problem solving
- Self-assessment and self-reflection
- Checklist
- Rubrics

Summative

- Quizzes
- Rubric
- Oral presentations

Resources

Fulfilling the Promise: The Challenge of Leadership, Ontario Conference of Catholic Bishops 1993.

Educating the Soul, by Larry Trafford

A Resource for Assessment, Evaluation and Reporting, 1999. Kawartha Pine Ridge DSB in collaboration with the Ministry of Education

The Official Drivers Handbook: Traffic Laws and Good Driving Practises for Drivers in Ontario, Ontario Ministry of Transportation

Ready for the road... Earning your Driver's License in Ontario's Graduated Licensing System, Ontario Ministry of Transportation

Skimming and Scanning, Jamestown Publishers

Newspapers, Magazines, Community Pamphlets

Guest Speakers

Community Police; Transportation Workers; Representatives of MADD, OSADD, Driving School Instructors, and Ministry of Transportation

Web sites

Ministry of Transportation- www. mto.gov.on.ca

Mothers Against Drunk Driving-www.madd.ca

Ontario Students Against Drunk Driving-www.osadd.ca

Young Drivers of Canada-www.youngdrivers.ca

Videotape/TV

News reports, documentaries, movies

Activity 1: The Rules of the Road: Street Legal

Time: 7 hours

Description

Students explore the responsibility and privilege inherent in becoming a licensed driver. Our call to responsibility and the common good is the framework through which this activity evolves. Students are introduced to the requirements necessary for obtaining a driver's license in the Province of Ontario. Using Ministry pamphlets and the *Official Drivers' Handbook*, students will review the key features of informational text and develop effective strategies for reading and recording information.

Strand(s) and Expectations

Ontario Catholic Graduation Expectations

CGE5e - respects the rights, responsibilities, and contributions of self and others;
CGE7h - exercises the rights and responsibilities of Canadian citizenship.

Strand(s): Literature and Reading, Language, Writing

Overall Expectations

LRV1 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas and issues;
LRV2 - demonstrate understanding of key literary and informational text forms, including novels, poems, and magazine feature articles and editorials;
LRV3 - identify and explain the effect of key elements of style in a variety of literary and informational texts;
WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations;
LAV2 - use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation.

Specific Expectations

LR1.1 - use a variety of strategies to record and organize information they have located in a variety of different texts (e.g., compare/contrast charts, cause/effect graphs, timelines);
LR1.3 - read texts for a variety of purposes, including: extending knowledge of different genres; reading for personal purposes; gaining information for writing and discussion (e.g., to gather and share information on future careers);
LR1.4 - identify and explain information, ideas and issues in texts (e.g., issues of social justice in popular songs or articles);
LR1.5 - select and apply the appropriate strategy from a growing repertoire of reading strategies to deepen understanding of particular texts (e.g., set a purpose for reading; adjust reading style [skimming or scanning]; self-question while reading);
LR1.6 - use their understanding of the features of texts to locate information and show relationships between ideas (e.g., margin notes which summarize key ideas; headings and subheadings which give the main idea; underlining of words on web pages to point to links);
LR1.7 - demonstrate understanding of text by: citing explicit information; making inferences; using evidence from a text to support judgements and conclusions, interpreting charts and diagrams);
LR2.2 - compare and contrast the elements of key informational text forms, including newspaper articles, magazine feature articles and editorials (e.g., newspaper articles state facts, while editorials support opinions);
LR3.3 - explain how authors and editors use design features (e.g., margin notes, titles, "nuggets" of information headings, graphics) to organize information in texts;
WR1.4 - categorize and classify information (e.g., use of headings and subheadings, compare/contrast charts, visual organizers);
LA1.2 - use Reading Response Journals to note, record and define interesting words from personal reading, class reading and texts read aloud;
LA2.1 - use a variety of listening and speaking strategies to accomplish tasks in small groups (e.g., listen to instructions; ask questions to clarify the task; listen to the ideas of others; record ideas from discussion; speak respectfully, in turn, using appropriate language);
LA2.2 - demonstrate key social skills which contribute to successful group work (e.g., following instructions; staying on task; giving ideas and information; asking others for ideas and information; disagreeing in an agreeable way; supporting opinions with reasons; contributing to completion of the task);

LA2.5 - use techniques of effective oral communication (e.g., rehearse from written notes prior to presentation; speak clearly, in complete sentences, with an audible voice; identify topic and purpose for speaking; maintain eye contact with audience) to make short presentations to the class or small groups, as appropriate to their confidence.

Planning Notes

- Prior to the start of the unit, the teacher conducts a survey of students who have their driver's license level one or two. This determines the type and number of resources needed for the activity. Students who have already obtained their license may complete activities found in the resource *Road Worthy: Becoming A Responsible Driver*, Ontario Ministry of Transportation, a comprehensive guide to safe driving for new or experienced drivers. In addition there are other Official Handbooks available from the Ministry of Transportation. These include: *The Official Motorcycle Handbook, The Official Off-Road Vehicles Handbook, The Official Truck Handbook.*
- Activity 1 begins with students reading the pamphlet 'Ready for the Road' which is relatively more accessible than *The Official Driver's Handbook*. The pamphlet contains strategies to support those students who find the *Official Driver's Handbook* challenging to read.
- Cross-curricular extensions for math and science are included in this activity.
- The Ministry of Transportation allows students with reading difficulties to complete the written level one driver's test orally. These students should be encouraged to book an appointment with their driver's examination office. The process can be reviewed while students are on their field trip to the Driver's Examination office.
- To expand on concepts presented in class, journal reflections are used at various points throughout this activity. Ideas for journal writing are included in the teaching/learning strategies section.
- At the start of this unit, students are asked to collect articles from newspapers or magazines related to driving, e.g., safe driving, driving laws, accidents and new cars. These clippings are to be used to develop a class bulletin board and for class discussions. Articles are to be added daily as part of the class routine.
- Sections 1, 2, 3, 4 and 6 of the Driver's handbook will be the focus for this activity. The other sections in the handbook may be used as part of an extension activity or as part of a locally developed unit of study.
- Section 2 on 'Safe and Responsible Driving' is a lengthy section to read. It is suggested that this section be divided up into two parts. Two study groups can review each respective part.
- In this unit, students write two multiple-choice quizzes. This activity can be seen as a simulation for the actual driving test.
- Two reading techniques that are suggested in the activity involve skimming and scanning. These techniques instruct the student on how to locate information. The speed with which they do it is of secondary importance. Also for those students who are still challenged by decoding they may find skimming the text more useful than scanning. For more information see **Interdependent Learning: The Human Web, Appendix 2.01.**
- The teacher reviews co-operative learning strategies with the class. These include:
  - Participates actively
  - Listens to ideas within a group
  - Deals with conflict within a group
  - Organizes tasks and ideas

Prior Knowledge Required

- Some familiarity with issues relating to driving
- Writing multiple choice tests, e.g., filling out a scantron card

Teaching/Learning Strategies

Goal Planning

At the start of this unit the teacher and students review student goals. These goals should be consistent with those found in the Individual Education Plan or the Annual Education Plan.

Rights and Responsibilities

- The teacher begins a discussion by asking students to list what they would consider to be a right of every resident of Ontario, e.g., voting, driving, freedom of expression, self-defense, healthcare, housing. Together the teacher and students create a visual mind map that lists various rights.
- Students then organize the various rights according to a hierarchy from most important to least important. They fill in the left hand side of the **Rights and Responsibilities Organizer**.
- The teacher leads a discussion regarding how every right has corresponding responsibilities associated with it. Students fill out the right hand side of the organizer.

Rights and Responsibilities Organizer

Rights	Responsibilities
Right to Drive	• Follow the rules of the Road • Help others
Right to Drink when of Age	• Not to Drink and Drive • To know when to stop
Right to Vote	• Must become informed about the issues and leaders

- Students compose a journal reflection on the relationship between our rights and responsibilities as it relates to driving a motor vehicle. Possible journal reflection topics include:
  - Having a driver's license is a privilege not a right. Do you agree or disagree with this statement? Give three reasons for your position.
  - Why does having a driver's license make the driver responsible for themselves and others? Give three reasons.
  - Why is wearing a seatbelt a sign of responsible driving? Give three reasons.
  - When one has obtained the right to a driver's license, one has more opportunities for such things as better employment. Do you agree or disagree? Support your answer.
  - Society has a responsibility to ensure that all people, regardless of race, religion, gender or social status have an opportunity to obtain their driver's license. Discuss this statement and support your answer.
- The teacher introduces vocabulary terms that are associated with driving and the Driver's Test.
- Students develop vocabulary concept map terms, e.g., Yield, Caution, Right of Way, Speeding, Passing Lane, Express Lane, Collector Lane, Accelerate, Slow, Construction Ahead, Freeway, Pedestrian, Intersection, Demerit Points, Probationary Driver.
- While students are concept mapping they explore the relationship between driving vocabulary words, e.g., they may note the connection between the terms 'accelerate' and 'decelerate' or 'signal' and 'sign' or 'overpass' and 'underpass'.
- An additional vocabulary activity would be to group driving vocabulary terms into nouns, verbs, adverbs, and adjectives and then have the students use the terms in a sentence. **(Language Appendices 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10)**
- For the vocabulary section to be effective the teacher should select a limited number of terms to ensure that the vocabulary activities are fun and relatively short in duration.

Pretest/Post-test

- Students complete a pretest on basic driver information such as road signs, rules of the road and driver safety (see **Driver's Appendix 1.1a**).
- At the end of the unit students write a multiple-choice test on the same information to gauge how well their knowledge of driving has improved (see **Post-test Appendix 1.1b**).
- It would be useful to use road signs as part of the Pretest/Post test. There are a variety of road signs included in *The Official Driver's Handbook* that could be used to supplement this activity.

Ready for the Road Pamphlet

In pairs, students review *The Official Driver's Handbook* for its design elements using the chart below.

Design Elements of Informational Text

Criteria	Comments
Table of contents/index	
Use of visuals/images	
Use of colour for coding information	
Use of font size and type for text/headings	
Layout and spacing allows for easy location of information	
Includes contact for further questions (telephone number or web site listing)	

- Students write a brief summary note based on their chart.
- Individually students read Section 1, 'Getting Your Drivers' License'. Students skim, scan, highlight, summarize and identify information that is key for their purpose.
- Students organize a series of point form notes under the sub-headings listed in this section. (The teacher aids in decoding and reading.)
- Students are divided into groups of three or four. Each group is assigned a section of the *Official Driver's Handbook*. Within each group there is a reader, a recorder and an editor(s) who advises the recorder as to what information needs to be recorded. Since each section in the Handbook is divided into subsections the role of reader, recorder, and editor should rotate as students move from one subsection to another. Students record information on each subsection in the Informational Text Summary Organizer

Informational Text Summary Organizer

Name of Group Members
Name of Section_____ Subsection_____
New Vocabulary Words: (include in glossary), meaning, example of how word is used, (Frayer Model).
What information is important to know?
What information did you find interesting? Please explain.
What questions do you have about this information?

- Once students have accurately recorded the information pertaining to their section, they collectively design a poster and/or a three-dimensional model to communicate what they have learned from the text. Students may want to use floor maps with toy cars to demonstrate their learning. Alternatively they may choose to arrange the desks into streets and then role-play safe driving. Images from magazines and newspapers can be used to create posters.
- Students present their findings (including any new vocabulary) to the class.

Extension Activity

- Students can use the Internet to access the Ministry of Transportation web site and complete an on-line quiz.
- Once a KWL analysis has been completed students can then generate a list of questions. These questions can be asked on a field trip to the Driver's Examination Centre or Police station. Similarly a community police officer or Ministry of Transportation official can be invited to field students' questions.
- There are numerous opportunities to pursue various cross-curricular activities. Students may investigate financial and legal questions dealing with obtaining a license, costs of insuring a vehicle, purchasing a vehicle or maintaining a vehicle.

Assessment/Evaluation Techniques

Rights and Responsibilities

- Journal Reflection Checklist (CGE5e, CGE7h)

Official Driver's Handbook

- Group Collaborative Learning Rubric (see Drivers' Appendix 1.2) (LAV2, LA2.1, LA2.2)
- Criteria of Informational Text checklist (LRV1, LR1.1, LRV2, LR2.2, LRV3, LR3.3)
- Pretest/post-test (LRV1, LR1.3, LR1.4, LR1.5, LR1.7)
- Presentation rubric (WRV1, WR1.4, LRV1, LR1.6, LAV2, LA2.1, LA2.2, LA2.5)
- Teacher observation (LAV2, LA2.1, LA2.2)

Accommodations

- Students who are visually impaired may supplement this unit with mobility training through CNIB. Students with Physical challenges should be provided with information regarding assistance devices for driving, handicap parking stickers, and accommodations for writing or completing tests and assignment.
- Computer-graphic programs such as *PowerPoint* can be used to assist students in creating two-dimensional displays.
- The teacher or resource teacher may modify *The Official Driver's Handbook* text so that it is more accessible.
- Students may use the pamphlet 'Ready for the Road' as an alternative to *The Official Driver's Handbook.*
- Groups should include students of differing reading levels. In this way students can support others in reading and assimilating information.
- Through the Driver's Examination Centre, teachers are able to obtain handbooks in various languages and translators are available for students who have difficulty reading/writing English.

Resources

The Official Driver's Handbook, Ontario Ministry of Transportation

Ready for the Road, Ontario Ministry of Transportation

Road Worthy...Becoming a Responsible Driver, Ontario Ministry of Transportation

Skimming and Scanning, Jamestown Publishers

Web site: www.mto.gov.ca

Activity 2: Directions: Could You Explain That Again?

Time: 4 hours

Description

In this activity, students practise giving and receiving directions. A series of realistic scenarios involving the reading of maps are used to sharpen reading for information skills. Critical thinking, problem solving and active communication skills are used in this activity.

Strand(s) and Expectations

Ontario Catholic Graduation Expectations

CGE3.c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Literature and Reading, Language, Writing

Overall Expectations

LRV1 - select, read, and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas and issues;
WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations;
LAV2 - use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation.

Specific Expectations

LR1.1 - use a variety of strategies to record and organize information they have located in a variety of different texts (e.g., compare/contrast charts, cause/effect graphs, timelines);
WR1.3 - record information from print and electronic sources in a variety of ways (e.g., information in visual/graphic organizers; impressions/reflections in personal journals; photos, illustrations, sound clips in visual/oral journals);
LA1.1 - use a range of strategies to extend vocabulary, including word-building strategies (e.g., building strategies (e.g., building on root words using suffixes and prefixes) and use of a thesaurus (print or electronic);
LA2.1 - use a variety of listening and speaking strategies to accomplish tasks in small groups (e.g., listen to instructions; ask questions to clarify the task; listen to the ideas of others; record ideas from discussion; speak respectfully, in turn, using appropriate language);
LA2.2 - demonstrate key social skills which contribute to successful group work (e.g., following instructions; staying on task; giving ideas and information; asking others for ideas and information; disagreeing in an agreeable way; supporting opinions with reasons; contributing to completion of the task);
LA2.5 - use techniques of effective oral communication (e.g., rehearse from written notes prior to presentation; speak clearly, in complete sentences, with an audible voice; identify topic and purpose for speaking; maintain eye contact with audience) to make short presentations to the class or small groups, as appropriate to their confidence;
LA2.6 - set goals for improving listening and speaking skills.

Planning Notes

- One objective of this unit is to have students understand what it means to be an interdependent learner, that is, the students will understand how each of us is dependent on others for support, in this case giving and receiving directions. Learning how to both ask for support and give support is both a practical and intrinsically Christian exercise in servant leadership.

- The teacher may consider reading the parable of the *Good Samaritan* as a method of introducing the topic of offering support.
- To make this activity relevant to the student the teacher uses maps and graphs and informational text that relate to the local area in which the student lives.
- Care needs to be taken in choosing informational texts and maps that are reader-friendly to the students. Members of the Social Science department may provide support.
- When providing assistance to others and giving directions, issues of personal safety and protection need to be addressed.
- This activity includes a vocabulary building exercise. The teacher introduces only those terms that are essential for the activity.
- Peer and self-assessment is ongoing throughout the activity. As well, teacher observation is critical.
- The teacher reminds students to continue collecting articles for the class bulletin board. The articles collected for the bulletin board are used as an introduction to Activity 3.

Prior Knowledge Required

- Skimming and scanning techniques

Teaching/Learning Strategies

- The teacher and a student role-play a scene in which the teacher asks the student to go on an errand. Purposely, the teacher gives a list of six or seven non-related instructions. The directions are ambiguous, out of sequence, numerous, and difficult to hear.
- The class discusses the different issues involved in giving directions and the teacher records findings on the board (mind map).
- The teacher and students design an organizer that identifies the criteria for effective communication when giving or receiving directions. The key elements of listening, speaking and organization are included in the organizer. These elements include the following:

  Voice
  - Is the voice clear?
  - Is the voice too soft? Too loud?

  Body Language
  - Do gestures support verbal directions?
  - Has eye contact been made? Is it appropriate?

  Informational Detail
  - Do the directions follow a logical sequence?
  - Do the directions offer a simple and clear plan to get from one place to another?
  - Are there any details that confuse the listener?
  - Do the questions asked (by both the person asking for and the person receiving directions) help clarify where to go?

  Listening For Understanding
  - Feedback: How does the listener indicate accurately that he/she understands the directions?
- Through discussion students identify their own strengths, challenges, and goals for speaking and listening. The class discusses the relationship between effective communication and giving/receiving directions.

Mapping Skills

- Using a map that is easily recognizable for the students, the class generates a list of mapping terms and symbols (including: direction, north, south, east, west, legend, symbols, index, grid, city, town, hamlet, railway, overpass, bridge, sideroad, crosswalk, destination, right, left, etc). Students identify the words they know and include relevant words in their Vocabulary Glossary. Students create a concept map. (see **Language Appendix 1.1, 1.2, 1.3**)
- Using the map, the teacher and students locate major and minor roadways, key buildings, health facilities and other significant landmarks in their area. Examples of using an index and grid are part of this exercise.
- Students complete the mapping activity.

Mapping Activity

1. Identify the following symbols found on a map:
(The teacher will select appropiate symbols.)

2. Using the section of the map provided below use the grid and identify what is located at _____.

3. Using the landmark from question 2 indicate a street that is:
   north of this location east of this location
   south of this location west of this location
4. If your challenge is to get from _____ to _____, use the section of the map provided and outline your steps.
5. Describe any challenges you encountered.
6. List the two goals you outlined for yourself at the start of this activity. Have you met these? How did you do this?
7. List precautions one must always take when stopping to provide directions for others.
8. How do we help a stranger and avoid putting ourselves at risk?
9. If someone is in a wheel chair and needs directions to get to a location what types of considerations do you need to take into account when providing directions?

Extension Activities

- Students create their own map using graph paper. This could include drawing maps to scale, creating their own legend, symbols, and index.
- Teachers can extend mapping activities by using bus routes and public transit systems.

Role-Playing: Giving and Receiving Directions

- Students form a group of four. Two group members act as observers, while the other two act as participants.
- The observers name a place in the local vicinity. One participant explains to the other how to get there from the school.
- The participants role-play the process of giving clear and concise directions while the observers make notes assessing the effectiveness of both giving and receiving directions.
- To help the participants organize their directions they will use the Giving Directions Organizer.

Giving Directions Organizer

Name:
Where am I?
What destination will I take?

Direction and Street	Distance City Blocks, Miles	Key Land Marks	Type of Transportation	Estimated Time
Eileen Street, north	2 miles	Large Billboard which says "I am Canadian"	Bus	Ten minutes (may have to wait at most five minutes)
Turn right onto Sheila Blvd., east	Half mile	Hot Dog salesperson in a blue jacket	Walk	Five minutes
Go to third house on the right, 5 Sheila Blvd.	Ten metres	A brown door, with a welcome sign outside	Walk	1 minute
	Total Distance			**Total Time**

- The pairs rotate roles until all students have had an opportunity to give at least two sets of directions and observe at least twice.
- Students come back as a large group and share the most difficult situations encountered in their group.
- The teacher asks for volunteers to role-play scenarios in front of the class.

Extension Activities

- Students create their own case studies on safety issues. These are shared with the class and students identify precautions when providing directions.
- Students examine the issue of sterotyping when giving directions to someone with whom they are unfamiliar.

Accommodations

- Students who are visually impaired, hard of hearing, or in a wheel chair can identify supports to assist them in giving and receiving directions.
- For students who are visually impaired, Mobility Training is available through CNIB and may supplement their learning.
- Students who experience difficulty with memory retention or sequencing steps may use cue cards to assist with the directions. As well, directions and mapping can be limited to the school or small local areas.

Assessment/Evaluation Techniques

Communication Skills

- Communication Inventory (LA2.6);
- Role-Playing Rubric (LA2.1, LA2.6, LA2.5).

Mapping Skills

- Role-Playing Rubric (LA2.1, LA2.2, LA2.5);
- Mapping Activity Checklist (CGE3c, LR1.1, WR1.3, LA1.1).

Resources

Skimming and Scanning Jamestown Publishers

Brigance (Oral test of speaking and listening skills)

Variety of Maps relevant to students (street maps, towns, large cities, provinces)

Activity 3: Responsible Driving: On the Road

Time: 3 hours

Description

Using informational text, community support groups and video tapes, students identify the implications of irresponsible driving. After investigation, students write journal reflections on issues related to dangerous driving and responsible decision making.

Strand(s) and Expectations

Ontario Catholic Graduation Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE1e - speaks the language of life …recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it;
CGE4a - demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
CGE5e - respects the rights, responsibilities and contributions of self and others;
CGE7a - acts morally and legally as a person formed in Catholic traditions.

Strand(s): Literature and Reading, Language, Writing, Media Studies

Overall Expectations

LRV1 - read and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas, and issues;
WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;
WRV3 - use a variety of organizational structures and patterns to produce writing;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations.

Specific Expectations

LR1.1 - use a variety of strategies to record and organize information they have located in a variety of different texts (e.g., compare/contrast charts, cause/effect graphs, timelines);
LR1.7 - demonstrate understanding of text by: citing explicit information; making inferences; using evidence from a text to support judgements and conclusions, interpreting charts and diagrams);
WR1.1 - use a variety of strategies, including identifying the purpose for writing, formulating questions, and generating lists of potential topics (e.g., brainstorm lists, semantic webs, mind-maps);
WR3.1 - identify and select the appropriate organizational plan to structure written work (e.g., chronological order; order by example; least to most important; compare/contrast);
WR3.5 - use an outline to organize ideas in the body of a report (e.g., group ideas by means of headings to show cause/effect, order of importance, chronological order);
WR5.3 - set personal goals for improving writing;
WR5.4 - use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the following requirements for grammar, spelling, and punctuation grammar and usage "a";
WR5.4ai - identify parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions, to enable them to correct errors in their own writing;
WR5.4aii - use their knowledge of sentence structure to write complete, correct sentences (subject, object, predicate, subordinate and principal clauses);
WR5.4aiii - use a variety of sentence types (simple, compound, and complex);
WR5.4aiv - make compound subjects agree with their verbs;

WR5.4aiv - make nouns and pronouns agree in number and gender;
WR5.5av - use consistent verb tense in narrative and expository writing spelling "b";
WR5.4bi - demonstrate understanding of an increasing number of spelling patterns and rules by identifying and correcting their spelling errors;
WR5.4bii - spell homophones and commonly-confused words correctly (e.g., hear/here; affect/effect);
WR5.4biii - use the apostrophe correctly in contractions and possessives (e.g., its/it's; there/their/they're; who's/whose; could've, not could of);
WR5.4biv - use a variety of spelling resources to improve spelling (e.g., spell-checkers or dictionaries) punctuation "c";
WR5.4ci - use punctuation correctly in their writing, including the period, question mark, exclamation mark, comma, colon, quotation marks;
LA1.2 - use Reading Response Journals to note, record and define interesting words from personal reading, class reading and texts read aloud.

Planning Notes

- The framework of this activity is call of Catholics to "Speak the language of life recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it"(CGE1e).
- The news articles collected and posted on the bulletin board in Activity 1 are used as discussion points in this activity.
- Guest speakers (listed in community resources) are used for community-based learning. If speakers are unavailable, students may contact these organizations using the Internet or phone interviews. The teacher ensures that there is a balance between genders and cultures when choosing guest speakers.
- The writing process is a part of this activity. Teachers may find Language Appendix 2 useful.

Prior Knowledge Required

- Safe driving rules presented in activity 1, *The Driver's Handbook*

Teaching/Learning Strategies

Introduction

- Students complete a series of journal reflections to begin this activity. The journal reflections encourage the students to focus on the impact of our actions and decisions as they relate to irresponsible driving.

Possible Journal Reflection topics:

- Drinking and driving should not be tolerated at all. No amount of alcohol should be consumed if an individual is going to drive. Do you agree or disagree with this statement. Give three reasons to support your answer.
- Drinking and driving is not a problem among high school students. Do you agree or disagree with this statement? Give proof to support your answer.
- Driving while under the influence of alcohol or drugs is a criminal offence. Those found guilty should serve jail time. Do you agree or disagree? Give three reasons to support your answer.
- A drunk driver kills an individual. Should this be considered an accident or murder? Give three reasons to support your answer.
- What are the contributing factors behind 'Road Rage'? What should be done to prevent it?
- What role do gender and youth play in terms of irresponsible driving?

Collecting Information

Class Discussion

- Articles from the bulletin board dealing with irresponsible driving are read aloud and the class identifies and discusses behaviours that contribute to vehicle accidents. Students also examine information found in the *Official Driver's Handbook* that focusses on the topic of dangerous driving.
- Students complete the following chart that outline irresponsible driving behaviours, factors that influence our choice to drive irresponsibly and the implications of irresponsible driving.

Causes and Effects of Irresponsible Driving

Irresponsible driving behaviors	Factors that Influence Our Choice to Drive Irresponsibly	What are the implications of irresponsible behaviors?
Failing to follow the rules of the road	Friends	Fines
Speeding	Ignorance	Injury to self
Drinking and driving		Injury to others
Using drugs while driving		Death of self/others
Road Rage		Family pain and suffering
		Loss of license
		Cost to the community
		Incarceration
		Job loss/Drop out of school
		Higher Insurance Rates

- The teacher then turns the discussion to an examination of how, as responsible Catholics, we should act when confronted with irresponsible driving behaviours.

Community Resources

- The teacher invites a speaker or panel of guest speakers from the community to discuss issues and concerns on the topic of safe driving. (Alternatively the students view videotapes.)

Assessment/Evaluation Techniques

- Class discussion checklist (CGE1d, CGE1e, CGE4a, CGE5c, CGE7a)
- Journal reflections, writing rubric (LRV1, LR1.1, LR1.7, LAV1, LA1.2, WRV1, WR1.3, WRV3, WR3.1, WR3.4, WR3.5, WRV5, WR5.3, WR5.4, WRV3)

Accommodations

- The teacher needs to be sensitive to students who have been personally affected by irresponsible driving. If students are uncomfortable with the topic and feel unable to participate in this activity, the teacher and student can collaboratively decide on an alternative assignment.

Resources

Community Groups/Agencies

Ontario Provincial Police

Mothers Against Drunk Driving (MADD)

Ontario Students Against Drunk Driving (OSADD)

Rehabilitation Centres

Young Drivers of Canada

Other Community Based Drivers' Education Courses

School OSADD Representative

Web sites

www.madd.ca

www.add.ca

www.youngdrivers.ca

Activity 4: Responsibility: I'll Send an S.O.S to the World

Time: 4 hours

Description

This culminating activity integrates the knowledge, critical thinking and investigation skills learned in the previous activities in this unit. Students create a pamphlet to inform others of the hazards of irresponsible driving. The focus of this activity is the development of a resource to serve a practical purpose for a real audience. Teachers should integrate the development of the students' pamphlets with the school calendar so it may be part of an in-school campaign for safe, responsible driving. Students are encouraged to use computer resources in the development of their pamphlet.

Strand(s) and Expectations

Ontario Catholic Graduation Expectations

CGE2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life;

CGE3c - thinks reflectively and creatively to evaluate situations and solve problems.

Strand(s): Literature and Reading, Language, Writing, Media Studies

Overall Expectations

WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;

WRV3 - use a variety of organizational structures and patterns to produce writing;

WRV4 - revise written work both collaboratively and independently with a focus on clarity, competency and accuracy of information;

WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;

LAV2 - use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation;

MEV2 - apply understanding of the relationships between the form, purpose, audience and production to collaboratively create media works.

Specific Expectations

WR1.2 - create a plan to research/gather information on an identified topic;

WR1.3 - record information from print and electronic sources in a variety of ways (e.g., information in visual/graphic organizers; impressions/reflections in personal journals; photos, illustrations, sound clips in visual/oral journals);

WR3.1 - identify and select the appropriate organizational plan to structure written work (e.g., chronological order; order by example; least to most important; compare/contrast);

WR3.5 - use an outline to organize ideas in the body of a report (e.g., group ideas by means of headings to show cause/effect, order of importance, chronological order);

WR4.1 - use a variety of strategies to revise written work (e.g., read the work aloud to self or another; select from a list of transition words and phrases to link ideas; use a checklist to examine the content for clarity, completeness, consistent tense and point of view);

WR4.2 - confer with teacher, peers and mentors, and use feedback to produce writing that is complete, organized and clear;
WR5.2 - produce, format and publish written work using the appropriate technology to share writing with intended audiences;
WR5.4 - use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the requirements for grammar, spelling and punctuation;
LA2.2 - demonstrate key social skills which contribute to successful group work (e.g., following instructions; staying on task; giving ideas and information; asking others for ideas and information; disagreeing in an agreeable way; supporting opinions with reasons; contributing to completion of the task);
ME2.1 - collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers; use script and sound effects to create an announcement over the school PA system for an up-coming event; create a video or audio how-to manual; create a multi-media welcome and orientation for students new to the school or community);
ME2.2 - describe and explain the choices made in the design and production of a media work (e.g., decision chart; media response journal).

Planning Notes

- By creating a pamphlet alerting the community to the issue of irresponsible driving, this unit offers students the opportunity to demonstrate how they to can be servant leaders for their peer group.
- The teacher can contact the Student Council to link this activity with other school resources or events.
- Where appropriate, students should be encouraged to submit their finished product to organizations or advocacy groups that promote responsible driving. Many of these groups run contests that call for student submissions.
- This activity can be adapted so that the culminating product is not a pamphlet but a poster, television commercial, radio announcement or a drama production.

Prior Knowledge

- Knowledge of the *Official Driver's Handbook*, mapping skills and issues on irresponsible driving

Teaching/Learning Strategies

- In class discussion the teacher and students review a variety of different pamphlets for purpose, style, layout, and content.
- Using chart paper, the class lists resources for their own pamphlets on the hazards of irresponsible driving. (Information has been gathered in the previous three units.)
- Students design their own pamphlets using an outline (see **Drivers' Appendix 4.1**)
- The teacher instructs the students on what topic is to be included on each panel of the pamphlet.
- Students create a first draft which includes:
  Content Components
  - Clear statement of purpose
  - Use of key information, facts and statistics to support the purpose

  Layout and Design Components
  - Use of visuals and graphics
  - Clear subtitles with variety in print, font size, and colour
  - Point form, short paragraphs or question/answer format for easy reading
- Students peer-edit their work and prepare a final draft.
- Each student presents a finished product to the class.

Assessment/Evaluation Techniques

- Class discussion, teacher observation (LA2.2)
- Design outline checklist (WRV1, WRV3, MEV2, WR1.2, WR1.3, WR3.1, WR3.5)
- Peer edit checklist (WRV5, WR4.1, WR4.2, WR5.4)
- Pamphlet rubric (WRV4, WR5.2, ME2.1)
- Presentation, peer evaluation (CGE2b, CGE3c, LAV2, ME2.2)

Accommodations

- Ensure understanding of information as presented in the visual pamphlet style as students who are visually impaired for example, may be very unfamiliar with this format.
- Students may need assistance with the concept and skill of editing.
- Make sure that students with learning disabilities are truly aware of the meaning of prescriptive verbs e.g., "outline," "communicate".
- Help students prepare for presentations. Hard of hearing students in an integrated setting tend to feel self-conscious about presenting in front of their peers. To promote success, make sure the student's work is relatively free of errors so there is no embarrassment. Make sure the students are well prepared and allow time for them to practise the presentation either with the teacher, parent or supportive classmate.

Resources

The Driver's Handbook

Bulletin Board Articles

Ontario Ministry of Transportation Pamphlets

Journal Reflections, class notes, organizers

Guest speakers, videotapes

Drivers' Appendix 1.1a

Driver's Education Pretest

Read each question carefully and circle the correct answer.

1. What is the minimum amount of time a new driver needs to become fully licensed?
   a. one year
   b. twenty months
   c. two years
   d. five years
2. To become a fully licensed motorcycle driver, it is necessary to complete the graduated licensing program for motorcycles?
   a. true
   b. false
3. Your child is four years old and weighs 16 kg (35 lb.). In a parent's or guardian's car, the child must travel:
   a. in an approved rear-facing child safety seat
   b. in an approved forward-facing child safety seat
   c. in an approved vehicle booster seat
   d. using the lap belt portion of the vehicle's seat belt system
4. Demerit points remain on your record for:
   a. ninety days from the date of the offence
   b. one year from the date of the offence
   c. two years from the date of the offence
   d. ive years from the date of the offence
5. What does a solid white line in the direction of travel on the roadway mean?
   a. A white line separates traffic travelling in the same direction. A solid line means it is unsafe to pass.
   b. A whiteline separates traffic travelling in opposite directions. A solid line means it is unsafe to pass.
   c. A solid white line identifies a cycle path.
   d. A solid white line indicates where a motor vehicle's tires should be positioned.
6. Your car has hit black ice and you've gone into a skid, you should:
   a. close your eyes and hope for the best
   b. steer in any direction until the car straightens out
   c. steer in the direction you want to go
   d. slam on the brakes
7. In a car with air bags:
   a. children must sit in the front seat
   b. children should not sit in the front seat
   c. passengers do not have to wear seatbelts
8. Motorists approaching a stopped school bus with its lights flashing and stop arm extended:
   a. Must stop no matter what direction you are travelling until the bus moves or its lights stop flashing. Motorists approaching from the rear must stop at least 20 metres from the bus. Motorists approaching from the opposite direction must stop a safe distance away unless they are on a road with a median
   b. must only stop during school hours
   c. only need to stop if in the same lane as the bus

d. must slow down to make sure no children are crossing

9. If you are driving along and see an emergency vehicle with a siren and/or flashing lights behind you, you should:
   a. stop
   b. get out of the way and stop close to the right side of the road and clear of any intersection
   c. continue; the emergency vehicle must wait its turn
10. A solid yellow line at the left of your lane means:
   a. it is unsafe to pass
   b. pass with caution
   c. only trucks may pass
   d. trucks cannot pass

Answer Key:
1.b, 2.a, 3.b, 4.c., 5.a, 6.c, 7.b, 8.a., 9.b, 10.a

Drivers' Appendix 1.1b

Drivers' Education Post-Test

Read each question carefully and circle the correct answer.

1. When you come upon a car that is stopped to allow a pedestrian to cross the street at a marked crosswalk, you should:
   a. sound the horn so the stopped driver will drive on
   b. pass the stopped car on the right
   c. pass the stopped car on the left
   d. not pass any car that has stopped to allow a pedestrian to cross
2. What type of vehicle uses flashing blue lights?
   a. snow removal vehicles
   b. police cruisers
   c. ambulances
   d. school buses
3. You have been convicted of "following too closely" because you slid and rear-ended another vehicle. How many demerit points will be against you?
   a. two
   b. three
   c. four
   d. six
4. How many demerit points do you lose for impaired driving?
   a. two
   b. three
   c. four
   d. none
5. Which of the following have the right-or-way over all others at an intersection when the signal light is green?
   a. vehicles turning left
   b. vehicles turning right
   c. pedestrians crossing with the light
   d. pedestrians crossing against the light
6. A class "A" drivers license:
   a. means the driver did very well on the test
   b. allows the driver to drive "All" vehicles, including school buses
   c. is for school bus drivers
   d. allows the driver to drive any tractor-trailer/truck-trailer combination
7. When parking it is important to:
   a. not park within three metres of a fire hydrant
   b. not park on a curve, hill or anywhere you do not have a clear view
   c. never park in a space designated for people with disabilities unless you display a disabled person permit
   d. all of the above
8. A pedestrian crossing or crossover is marked by:
   a. a yellow and black striped line
   b. two double yellow lines
   c. two white double parallel lines across the road with an X in each land approaching it

d. a crossing guard

9. When approaching a school zone sign drivers are:
   a. to speed up and proceed
   b. stop and watch for students
   c. slow down, drive with extra caution and watch for children
   d. watch for a play ground
10. A stop line is:
   a. red line painted on the road showing you where a cross walk starts
   b. A white line painted across the road showing you where you must stop
   c. A yellow line painted on the road showing where a crosswalk starts
   d. An imaginary line drivers should use to judge where to stop

Answer Key

1.d, 2.a, 3.c, 4.d (Impaired driving is a criminal code offence that carries a mandatory suspension period. For the first offence, the HTA license suspension period is one year. The judge may prescribe a longer period.), 5.c, 6.d, 7.d, 8.c, 9.c, 10.b

Drivers' Appendix 1.2

Presentation Rubric

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding Demonstrates understanding of information, ideas, concepts and themes in the *Official Driver's Handbook*	- demonstrates limited understanding of the text	- demonstrates some understanding of the text	- demonstrates considerable knowledge of the text	- demonstrates thorough and insightful knowledge of the text
Thinking/Inquiry Critical and creative thinking skills e.g., reflecting, analysing, explaining	- uses critical and creative thinking skills with limited effectiveness	- uses critical and creative thinking skills with moderate effectiveness	- uses critical and creative thinking skills with considerable effectiveness	- uses a high degree of critical and creative thinking skills
Communication Communication for the specific audience and purpose	- communicates with a limited sense of audience and purpose	- communicates with some sense of audience and purpose	- communicates with a clear sense of audience and purpose	- communicates with a strong sense of audience and purpose
Application Application of oral communication techniques and design elements	- uses oral communication techniques with limited effectiveness	- uses oral communication techniques with some effectiveness	- uses oral communication techniques effectively	- uses oral communication techniques effectively and creatively

Note: A student whose achievment is below level 1 (50%) has not me the expectations for this assignment or activity.

Drivers' Appendix 2.1

Role Play Rubric

Categories	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Communication Language appropriate to audience and purpose	- limited sense of purpose and audience	- some sense of purpose and audience	- clear sense of purpose and audience	- strong sense of purpose and audience
Uses appropriate body language for speaking and listening	- rarely uses appropriate body language or eye contact for speaking and listening	- sometimes uses appropriate body language or eye contact for speaking and listening	- consistently uses appropriate body language or eye contact for speaking and listening	- uses effective and appropriate body language or eye contact for speaking and listening
Application Organizes and presents thoughts in a clear and concise manner	- limited sense of organization of ideas and directions	- moderate sense of organization of ideas and directions	- considerable sense of organization of ideas and directions	- thorough and complete sense of organization of ideas and directions
Responds to questions with supporting information	- limited responses in clarity and effect	- moderately clear and effective responses	- considerably clear and effective responses	- questions answered with thorough clarity, effect, and insight

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Driver's Appendix 4.1

Design Outline

Students: _____ _____

Note: Remember when doing your design layout to include visuals, graphics, charts, spacing and point form specifics, font variations and colour specifications.

Page 5 Inside Flap	Page 6 Back Page	Page 1 Front Cover *Include Title*

Page 2 Inside Pamphlet	Page 3 Inside Pamphlet	Page 4 Inside Pamphlet

Peer Editor(s): _____ Date of Peer Edit: _____

Teacher Conference Date: _____ Design Layout Approved: ____

Unit 5: Interdependent Learning: The Human Web

Time: 20 hours

Description

In the final unit of the course students work collectively in small groups investigating a topic that is of common interest to group members. Within this experiential learning model, each member of the group is responsible for investigating a sub-topic. The unit builds on the investigative skills students have developed in the previous units, particularly Unit 2, Driver's Education, where students investigate issues dealing with driving and in Unit 4, Working Together, where the students investigate different types of work and issues relating to work. Of central importance to the final unit is teaching students how to access and interpret information, not only by using texts and technology, but through creating a community (web) of people who share a common interest and who are willing to help locate and share information. In forming an interdependent web of support, students are encouraged to involve family members, friends, mentors, or whomever they view as being able to offer specific expertise on their selected topic. In this way students understand the importance of relying on others to support learning. Equally important and empowering is recognizing how others can depend on them. While engaging in the various activities, students reflect on their role as servant leaders.

Strand(s) and Expectations

CGE1d, CGE2a, CGE2b, CGE2d, CGE3a, CGE4b, CGE4f, CGE5g CGE7b, CGE7d, CGE7e.

Ontario Catholic School Graduate Expectations

Strand(s): Literature Studies and Reading, Writing, Language, Media Studies

Overall Expectations: LRV1, LRV2, WRV1, WRV2, WRV3, WRV4, WRV5, LAV1, LAV2, MEV2.

Specific Expectations: LR1.1, LR1.3, LR1.4, LR1.5, LR1.6, LR1.7, LR2.2, WR1.1, WR1.2, WR1.3, WR1.4, WR1.5, WR2.2, WR2.3, WR2.4, WR3.1, WR3.3, WR3.4, WR3.5, WR3.6, WR4.1, WR4.2, WR5.1, WR5.2, WR5.4, LA1.2, LA1.6, LA2.1, LA2.3, LA2.5, ME2.1, ME2.2.

Activity Titles (Time + Sequence)

Activity 1	What to Investigate: Seek and Ye Shall Find	3 hours
Activity 2	Locating, Storing, and Recording Information: Investigating with the Support of a Human Web	7 hours
Activity 3	Assembling the Portfolio: Sharing and Teaching within the Group	4 hours
Activity 4	Reflecting as a Community on Interdependent Learning	3 hours
Activity 5	Presentation: The Group Shares with the Class and Community	3 hours

Prior Knowledge Required

- Students have a working knowledge of key boarding skills and access to the Internet.
- Students have an awareness of the features of informational text developed in Unit 1.
- Students have been introduced to the vision of themselves as collaborative and responsible contributors and servant leaders in a larger community (developed in the first two units).

Unit Planning Notes

Interdependent Learning

- One aim of the unit is to encourage students to become better interdependent learners. Students learn not only *how* to access information, but *who* can help them access information. The *who* maybe fellow group members, teachers, librarians, parents, grandparents, relatives, friends, individuals or organizations with a specific expertise. The other part of interdependent learning involves the learner coming to understand how he/she can also be a source of information and expertise for others. In this way students come to appreciate the nature of our interdependencies.
- Because students may be seeking the help of people outside the school community, students need to be cautioned about dealing with strangers. The teacher should be aware of where the students are going for information.
- Absenteeism can be an issue with some students. Since students are working in groups this can be problematic. The teacher should ensure that a group member is not solely dependent on another group member for information.

Examination

- Part of the final evaluation deals with students locating and refining material already studied in the course. Because it is based upon student interest, the material studied in this unit may be considered useful source material in the final evaluation.

Grouping and Topic Selection

- Groups may vary in size according to the interests in the class, availability of resources and individual student needs.
- In creating groups the teacher should consider the various strengths and weaknesses of individual students. It is important that groups be balanced.
- Students may choose from a wide variety of material to use in their investigations. Individual students may choose, after consulting with the teacher, to focus on media that they feel best suits their learning style. However, students should be encouraged to use a variety of media and thereby develop and increase their skill set.
- One media that may prove useful for some students when investigating their topics would be one-on-one oral interviews with experts in the area.
- In selecting topics of interest some groups may choose narrow topics. The teacher needs to ensure that the topic is one that offers ample opportunity for in-depth learning by each group member. At the same time the teacher needs to ensure that the topic meets the ethical standard of the community.

Portfolio

- Each group will have a **Group Portfolio Box**. Within the box will be a space for each student's individual portfolio. In each individual portfolio there should be a *KWL* objectives list, a set of *Locator Notes* detailing what and how successful their investigative search has been, a set of completed organizer notes, both rough and polished reflection papers, vocabulary glossary and a reference chart or bibliography. As well, students may include photocopies of material, pictures, sound clips or video clips.
- While students work in groups and share in groups what they have discovered, each student will have his/her own section in the **Group Portfolio Box** and each student will be assessed on an individual basis.

Class Management and Support

- The teacher should adapt the time to suit class and individual needs.
- The Interdependent Learning Appendix contains extension activities that are intended to reinforce basic concepts.

- The goal of this unit is for the students to become interdependent learners. Within this process however, students will also need direct teacher instruction and one-on-one support. Peer mentors, community volunteers, and support teachers and resource teachers are a key part of student success at interdependent learning.
- Senior students in an English, Religion, Social Studies, or Computer class may be linked up with individual groups, providing support for investigating and recording data or supporting the writing process.
- The teacher will collaborate with the teacher-librarian and/or community librarian for the successful planning of this unit. The subject teacher and teacher-librarian can save copies of newspapers and magazines.
- The teacher may collaborate with another subject teacher for the collection of material (e.g., Religion or Science).

Technology

- The Internet is a useful investigative tool for groups. However the Internet is but one method. Students may also conduct phone interviews, write letters or read magazines, view video tapes, and collect sound clips. Students should be encouraged to make human contact while investigating their topic.

Language Skills Development

- Students continue to build their Grammar and Vocabulary Glossary using a variety of strategies.
- While vocabulary building is a critical exercise in developing skills, it is important that the student not be overwhelmed with a plethora of new terms. Vocabulary building needs to be done at a measured pace.
- Students and teacher review students' personal reading and writing strategies and plan accordingly.

Mini-Lessons

- This unit contains a group of mini-lessons to support students while they investigate and then assemble their portfolio box.

Presentation Activity

- The culminating activity is the presentation of the research portfolio to the class.

Teaching and Learning Strategies

- collaborative learning activities
- teacher-led discussion and instruction/Socratic lessons
- large and small group discussions
- peer-editing and peer-conferencing
- word processing and desktop publishing (drafting, editing, revising, publishing)
- teacher/student conferencing to track individual student progress
- student survey
- student interviews with experts

Assessment and Evaluation

The teacher:

- student/teacher conferencing to ensure regular and timely guidance in the completion of the various parts of the task relating to investigation
- quiz to assess ability to use reading techniques of skimming and scanning
- rubric to assess investigative report
- checklists to assess individual and group tasks, scrapbook, oral presentation, journal response
- informal teacher observation

The student:

- Self- and peer assessment checklists
- peer-editing checklist to provide feedback in the writing process
- response journal

Teacher Resources

Painless Research Projects, Rebecca Elliott and James Elliott. Hauppauge, New York: Barron's Educational Series, Inc., 1998. (http://www.barrons@educ.com)

Resource Lines, Dawe, Robert. Scarborough: Prentice Hall Ginn, 1999.

Creating a Christian Lifestyle, Koch, Carl. Winona, Minnesota: Saint Mary's Press, 1996.

Skimming & Skanning Advanced Level, Fry, Edward. Lincolnwood, Illinois: Jamestown Publishers 2000.

Research and Communication Skills, Robertson, Hugh. Ottawa: Piperhill Publications, 1996.

Portfolio Plus: A Critical Guide to Alternative Assessment, Mabry, Linda. California: Corwin Press, 1999.

Student Resources

The Bible
Newspapers and News Magazines
Television documentary programs and news broadcasts, CDs, Videotapes
National Geographic

Internet Web Sites
www.newsworld.cbc.ca
globaltv.com
www.ctvnews.sympatico.ca
on-line databases e.g., EBSCO, e-library

Activity 1: What to Investigate: Seek and Ye Shall Find

Time: 3 hours

Description

This activity begins with students discussing the various purposes of investigating a topic and the various ways in which an investigation can be conducted. The class then maps out possible topics to investigate. The teacher determines what topics best suit the needs of the students and presents the class with a list of choices. Students commit themselves to a particular topic and form a group with those who share the same interest. In their groups students categorize their topic into sub-topics using a KWL chart. (What I **K**now, What I **W**ant to Know, What I have **L**earned) Finally, with the help of the teacher, the groups create a plan of action that includes timelines for the successful completion of the investigative report.

Strand(s) and Expectations

Ontario Catholic Graduate Expectations
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills.

Strand(s): Writing, Language

Overall Expectations
WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;

WRV3 - use a variety of organizational structures and patterns to produce writing;
LAV2 - use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation.

Specific Expectations

WR1.1 - use a variety of strategies, including identifying the purpose for writing, formulating questions, and generating lists of potential topics;
WR1.2 - create a plan to research/gather information on an identified topic;
WR1.5 - examine information and ideas, making decisions as to whether the information is relevant and sufficient to develop the topic;
WR3.3 - use key words in questions to organize information and ideas in homework answers, using quotations (direct and indirect) to support opinions and judgements;
LA2.1 - use a variety of listening and speaking strategies to accomplish tasks in small groups.

Planning Notes

- The teacher determines the number and size of groups, taking into account the size of the class and the resources available to support a certain number of topics.
- When the class is discerning possible topics the teacher needs to ensure that topics are purposeful and practical for students.
- The unit offers students an opportunity to investigate topics that may be of importance to the local community.
- The teacher sets the tone that investigating is "fun" and a necessary part of the twenty first century.
- After groups have chosen their topics they divide them into sub-topics that individual students will be responsible for investigating. Students need to understand they are individually responsible for their own work, but they are obliged to help others with their investigation.
- In planning how to investigate their sub-topics students need to determine who will help them locate information (e.g., teacher-librarian, parent, field expert).
- The role of the teacher-librarian is important for the success of the *Interdependent Unit*. The teacher informs the teacher-librarian ahead of time which topics have been selected so the teacher-librarian can begin to aid in the locating and recording of information.
- The teacher encourages the students to build on their collective strengths and interests when selecting a topic.
- It is important to take into consideration an individual student's learning style so that it compliments how the group proceeds with the research.
- Teacher directs students to their Grammar Glossary as appropriate learning needs and opportunities arise.
- In selecting an investigation topic it may be useful for the students and teacher to examine the Individual Education Plan or the Annual Education Plan since students are asked to create an interests inventory and a career plan. Either the inventory or the plan may act as a catalyst in the group's process for determining a topic.
- The activity includes the creation of timelines. Clearly students learn at different rates. Therefore each student should have a timeline that meets his or her needs. However due dates need to be co-ordinated with other group members.
- Students use a KWL chart to determine what they plan to learn in this activity. However, students should understand that what they record in their KWL chart may well change as they proceed with their investigation. The investigation process is dynamic, not static. For this reason the KWL chart is used to review dates to determine how the learning objectives may have shifted.

Prior Knowledge Required

- experience with the writing process

Teaching/Learning Strategies

Introducing the Concept of Investigation

- The teacher leads a discussion on how the methods and reasons for investigation have changed over the past two thousand years. To focus the discussion, and with the help of the teacher, students fill in the chart **Finding Information** (see **Interdependent Learning Appendix 1.1**) where they outline how the methods and reasons for doing research have changed over the last two thousand years.

Discussing the Purposes of Investigating: Sources for Topic Selection

- The teacher asks the question: "When do you need to research"?
- Students record responses.
  Answers may include:
  - to get from one place to another
  - to buy a car
  - to choose a vacation spot
  - to write a story or report
  - to plan a wedding or family party
  - to choose a career
  - to learn more about a sport or hobby
  - to find out more about a person
  - to learn about why things are the way they are
  - to learn about a culture
  - to find out the truth about someone or something
  - to learn how to do something

Where to find Topic ideas

- The teacher asks: 'Where would you go to find ideas for choosing an effective topic?'
- Students record responses.
  Answers may include:
  - ask for ideas from friends and family
  - write to a distant relative
  - ask a neighbour
  - contact a local expert
  - look through magazines or newspapers
  - contact a family friend
  - surf the web
  - watch television news or documentaries
  - view a drama or a comedy
  - visit the library and ask a librarian
  - visit a museum, art gallery, science centre
  - reread the Student Inventory completed at the beginning of the year in the Teacher Advisor Group (TAG) activity
- For homework the teacher instructs students to investigate two or more of these sources in order to pool suggestions for possible topics.

Creating and Sorting Topics

- Together the class creates several "idea webs" based on possible topics. The teacher uses Venn diagrams to see if certain topics can be clustered together. Once the teacher and class have determined a narrowed list of topics the teacher instructs students to select a topic group.
- The teacher guides the students by asking questions such as:
  - Why does this topic interest you and your group?

- Can you and group members use your topic for a purpose beyond the classroom (e.g., career planning, another topic, etc)?
- How will the investigation affect your own life, that of your group or community?
- Do you or your group members know anyone who could help your group investigate this topic?

Creating Sub-topics (bubble topics)

- Once students are grouped according to topics of interest, the group brainstorms, using a mind map, to create a series of sub-topics. After a significant number of topics have been created, the students divide up responsibilities for investigating particular sub-topics.
- Students select at least one sub-topic each.

Plotting Learning Objectives

- With the assistance of the teacher, peer mentor or resource teacher, students perform a KWL analysis for each sub-topic. The KWL Chart, listed below, helps to guide students in their deliberations.

KWL Chart: Plotting Subtopic Objectives

Name of Student_____
Name of Group_____ Group Topic_____
Date_____ Review Date _____

Sub-topic or bubble topic	What I **K**now about the topic	What I **W**ant to Know about the topic	What I have **L**earned about the topic
1.			
2.			
3.			
4.			

Determining Timelines

- The teacher and group plan out realistic timelines for each stage of the investigation portfolio. These stages include the following:
  - Locating, storing and recording information
  - Screening information
  - Writing, editing, and assembling reflections and interviews
  - Presentation of investigation report

Assessment/Evaluation Techniques

- Class Discussion on Purpose of Research: Informal Teacher Observation (LAV2, LA2.1)
- Creating and Sorting a Topic: Teacher Checklist (WRV1, WR1.1, WRV3, WR3.3)
- Creating Investigation Strategy: Checklist (WRV1, WR1.1, WRV3, WR3.3)
- Informal Teacher Observation (LAV2, LA2.1, CGE4f)

Accommodations

- Some students may require support in joining a group and working with others.

Resources

Painless Research Project, Rebecca Elliott and James Elliott. Hauppauge, New York: Barron's Educational Series, Inc., 1998.

ResourceLines Robert, Dawe. Scarborough: Prentice Hall Ginn, 1999.

Activity 2: Locating, Storing, and Recording Information: Investigating with the support of a Human Web

Time: 7 hours

Description

In the previous activity groups of students selected a topic, then divided it into sub-topics and individual group members took responsibility for investigating specific sub-topics.
In this activity students learn how to cultivate a network of people who can help with investigation and assist in problem solving. This network should include not only teachers and librarians but those who are considered experts in their field. Using this network, students locate, store, and accurately record information. This process involves having the students learn how to skim and scan material, take notes, create summaries, reference material, discriminate between fact and opinion and integrate vocabulary appropriate to their investigation.

Strand(s) and Expectations

CGE2b - reads, understands and uses written materials effectively;
CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE7b - accepts accountability for one's own action.

Strand(s): Literature Studies and Reading, Writing, Language

Overall Expectations

LRV1 - select, read and demonstrate an understanding of a variety of literary and informational texts which are meaningful to self and community to locate and explain information, ideas and issues;
LRV2 - demonstrate understanding of key literary and informational text forms, including novels, poems, and magazine feature articles and editorials;
WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations.

Specific Expectations

LR1.1 - use a variety of strategies to record and organize information they have located in a variety of different texts;
LR1.2 - set personal goals for reading;
LR1.3 - read texts for a variety of purposes, including: extending knowledge of different genres; reading for personal purposes; gaining information for writing and discussion;
LR1.4 - identify and explain information, ideas and issues in texts;
LR1.5 - select and apply the appropriate strategy from a growing repertoire of reading strategies to deepen understanding of particular texts;
LR1.6 - use their understanding of the features of texts to locate information and show relationships between ideas;
LR1.7 - demonstrate understanding of text by: citing explicit information; making inferences; using evidence from a text to support judgements and conclusions, interpreting charts and diagrams;
LR2.2 - compare and contrast the elements of key informational text forms, including newspaper articles, magazine feature articles and editorials;
WR1.3 - record information from print and electronic sources in a variety of ways;

WR1.5 - examine information and ideas, making decisions as to whether the information is relevant and sufficient to develop the topic;
WR5.1 - use quotation marks to identify the words and phrases that they have taken directly from authors' works;
LA1.2 - use Reading Response Journals to note, record and define interesting words from personal reading, class reading and texts read aloud.

Planning Notes

Group Research Portfolio Box

- Information gathered for the research should be collected into each student's section of the **Group Research Portfolio Box**. Hard copies of written and graphic images may be stored in binders or notebooks. Sound, video clips and computer disks can be stored in the portfolio box. A table of contents list should be taped to the outside of the box.
- The **Group Research Portfolio Box** should be stored in the classroom in a secure area.

Referencing

- Students should meet with the school librarian to discuss rules governing copyright, referencing and ethical use of the Internet.

Assessment

- For the research unit to be successful the assessment and feedback needs to be ongoing and timely.

Language Skills

- In this activity students learn how to skim and scan material, take notes, create summaries, reference material, discriminate between fact and opinion and integrate vocabulary pertinent to the investigation into their writing. There are several mini-lessons that teach each of these skills. The mini-lessons are located in the **Interdependent Learning Appendices**.
- Teachers are encouraged to examine the Language Appendix for activities that will support the acquisition of Language Skills.
- While students may be successful at locating information, they may have difficulty decoding and reading the information. In these cases the teacher, peer mentor, teacher-librarian and resource teacher can assist by using one-on-one reading strategies. Also, there are several software search engines that allow the teacher or teacher-librarian to set up investigation parameters relating to reading levels and length of an article. The search engine can limit articles to a specific grade level.
- Vocabulary work is important in terms of improving reading and writing skills. The teacher should select only a few words a day for analysis, so that the student does not become preoccupied with generating word lists and loses sight of the investigation.
- Students are encouraged to locate and access information through a variety of mediums including: interviews, telephone books, magazines, newspapers, web-sites, e-mail, short stories, songs and trade papers.
- Effective safety measures must be in place if students are contacting people outside of the school system.
- Internet searches are recommended as part of the investigation process. However there are alternative methods of research.

Prior Knowledge Required

- use of computers for word processing and access to the Internet
- keyboarding skills

Teaching/Learning Strategies

Planning to Locate information

- Students develop a plan to locate information using the **KWL Research Locator**

KWL Research Locator

Date_____ Topic:	What I Want to know?	**Where** will I find information?	**When** will this research be done? (Approximation)	**Success** Did I find what I wanted?
Subtopic 1				
Subtopic 2				
Subtopic 3				
Subtopic 4				

Locating Information through Various Media

- Students locate material from different sources. These may include the following: interviews, surveys, stories, Scripture, Internet, (including web sites), film, television, music, magazines, encyclopedia, biographies. To review different methods of obtaining information students can revisit the chart they created in Activity 1 of this unit.

Referencing of Information

- The teacher explains why the investigated information needs to be referenced. The teacher will offer at least the three following reasons:
  - To easily access material if one needs to review the material
  - To check if the material is accurate and up to date
  - To acknowledge where one's ideas and facts originated

Progress Report on Data and Building a Network of People

- As they locate and record information, students record challenges they encounter on the following **Progress Report on Data Collection Chart**. This record acts as a means of communicating between the individual student, the group and the teacher. Note: In activity four students reflect on the process they have used in creating their network.

Progress Report on Data Collection

Date:	Research Topic or Subtopic:
What difficulties (challenges) did you encounter in trying to locate information?	
What challenges did you have in recording the information?	
How long were you able to read for?	
What is your next step in locating and recording information?	
Teacher/Mentor Feedback:	

Interviewing People for Information/Role-Play

- In their groups students role-play different methods of approaching people for help in their investigations. Students are instructed to ask clear, well-formulated questions. As a reference student will refer to the Unit 2, Activity 2, Giving and Receiving Directions.

Reading for Information

- The teacher instructs students on different methods of reading for information. For further information see **Reading for Information Techniques (Interdependent Learning Appendix 2.01).**

Recording Research Information

In the course of their research, students analyse words that are pertinent to their topic. The teacher instructs students in the use of concept maps found in the **Vocabulary Development** (see **Language Appendix 1.1, 1.2, 1.3**)

Note-Taking and Summaries

- The teacher discusses key features in recording information: As students locate information they identify the type of information they need and choose the appropriate organizer to record information.
- Students may choose from the following organizers to record information. Later these organizers can act as outlines for reflection pieces.
  - Interview Organizer (Interdependent Learning Appendix 2.02)
  - Narrative Organizer (Interdependent Learning Appendix 2.03)
  - Informational Text Organizer (Interdependent Learning Appendix 2.04)
  - Chronology Organizer (Interdependent Learning Appendix 2.05)
  - Cause and Effect Organizer (Interdependent Learning Appendix 2.06)
  - Visual Images Organizer (Interdependent Learning Appendix 2.07)
  - Sound Clips Organizer (Interdependent Learning Appendix 2.08)
  - Character Organizer (Interdependent Learning Appendix 2.09)
- Working closely with the teacher the student selects the organizer that best captures information in a succinct and accurate manner.

Advice on Note-Taking
• Use point form • Record only the most important information • Omit any words such 'as', 'a' and 'the' and punctuation
• Use abbreviations and symbols • Read the information; underline key concepts; put it in own words • Use headings to organize points

Purposes for Writing

- The teacher conducts mini-lesson on the purposes of writing. This helps students recognize what type of information they may be reading, and also helps them choose the best organizer to record information (see **Purposes for Writing, Interdependent Learning Appendix 2.10**).

Fact, Opinion, Gossip

- As students investigate they need to discern fact from opinion and opinion from fantasy (or gossip). Students learn that fact, opinion and fantasy can best be understood as a continuum. To help reinforce the differences the teacher may choose to teach a mini-lesson on the topic where a news editorial is compared to an objective news story. Alternatively, students can compare the facts of a sports event to an opinion piece based on the same event, (see **Prompts for Analysing Fact, Opinion and Gossip, Interdependent Learning Appendix 2.10**).
- As a part of the information gathering process the teacher encourages each group member to locate someone who can aid them in their investigation. Preferably it will be someone in the local community. The student drafts a formal letter or e-mail concerning the topic they are investigating, and asks a series of specific questions relating to their sub-topic. On the assumption that the contact person responds, the student writes a short follow-up thank-you letter.

Assessment/Evaluation Techniques

- KWL planner, Daily Journal of Research Progress: Teacher Observation, Teacher Checklist (LRV1, LR1.1, LR1.2, CGE4f)
- Locating Information: Checklist (WRV1, WR1.3, CGE7b)
- Referencing of Data: Checklist (WRV1, WR1.3)
- Reading for Information: Rubric (LRV1, LR1.1, LR1.3, LR1.4, CGE2b, 2d)
  Checklist (LRV1, LR1.5, LR1.6, LR1.7)
- Recording Information: Checklist (WRV1, WR1.3, LAV1, LAV1.2)
  Teacher Observation (WRV1, WR1.3, WR1.4)
  Rubric (LRV1, LR1.3, LR1.4, LR1.6, LR1.7, LRV2, LR2.2)
  Quiz (LRV2, LR2.2
- Formal letter of inquiry or e-mail to a researcher: Checklist (WRV1, WRV1.3)

Accommodations

- Resource teachers and/or mentors are available to read or to scribe information for special needs students.
- Oral learners or intrapersonal learners may choose to conduct a series of interviews.
- Students can work on the Internet at a computer equipped with text-to-speech, where required.
- Students can view closed-captioned videos for his/her topic when necessary.

Resources

Painless Research Projects, Rebecca Elliot and James Elliott. Hauppauge, New York: Barron's Educational Series, Inc., 1998.

Skimming & Scanning Advanced Level, Edward Fry. Lincolnwood, Illinois: Contemporary Publishing Group, 2000.

ResourceLines, Robert Dawe. Scarborough: Prentice Hall Ginn, 1999.

Research Materials

Newspapers and news magazines

Television documentary programs and news broadcasts

National Geographic

Internet Web Sites

www.newsworld.cbc.ca; globaltv.com

Activity 3: Assembling the Portfolio: Sharing and Teaching Within the Group

Time: 4 hours

Description

In the previous activity students located, referenced and recorded information relating to their topic. In Activity 3 group members share with each other what they have learned. Each student composes several KWL reflections. Their polished reflections are included in the **Group Portfolio Box**. As well, students interview others in the class who are working on a different topic. A polished report based on the interview is placed in the **Group Portfolio Box**. A vocabulary glossary of new terms will also be added.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE2b - reads, understands and uses written materials effectively;
CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE4b - demonstrates flexibility and adaptability;
CGE7b - accepts accountability for one's own actions;
CGE7d - promotes the sacredness of life;
CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Strand(s): Writing, Language

Overall Expectations

WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social, and school-related purposes;
WRV2 - choosing the form to suit the purpose and audience identify, select and use the literary and informational forms that support the writer's purpose and audience;
WRV3 - use a variety of organizational structures and patterns to produce writing;
WRV4 - revise written work both collaboratively and independently with a focus on clarity, competency and accuracy of information;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations;
WR1.2 - create a plan to research/gather information on an identified topic;
WR1.4 - categorize and classify information;
WR2.2 - use literary and informational texts as models to write for their own specific purposes and audiences;
WR2.3 - select and use the appropriate point of view to suit their purpose and audience;
WR2.4 - use the appropriate level of language to suit the purpose and audience;
WR3.1 - identify and select the appropriate organizational plan to structure written work;
WR3.4 - structure expository paragraphs with a clear topic sentence, supporting sentences, and concluding sentence;
WR3.5 -use an outline to organize ideas in the body of a report;
WR3.6 -structure the report to demonstrate clear divisions between introduction, body and conclusion;
WR4.1 - use a variety of strategies to revise written work;
WR4.2 - confer with teacher, peers and mentors, and use feedback to produce writing which is complete, organized and clear;
WR5.1 - use quotation marks to identify the words and phrases that they have taken directly from authors' works;
WR5.2 - produce, format and publish written work using the appropriate technology to share writing with intended audiences;
WR5.4 - use a variety of strategies to edit and proofread writing, identifying and correcting errors according to the following requirements for grammar, spelling, and punctuation;
WR5.4aii - use their knowledge of sentence structure to write complete, correct sentences;
WR5.4 aiii - use a variety of sentence types;

WR5.4 aiv - make compound subjects agree with their verbs;
WR5.4 aiv - make nouns and pronouns agree in number and gender;
WR5.5 av - use consistent verb tense in narrative and expository writing;
WR5.4bi - demonstrate understanding of an increasing number of spelling patterns and rules by identifying and correcting;
LA1.6 - recognize and use correctly, in oral and written communications, the language structures of standard Canadian English and its conventions of spelling, grammar and punctuation, as specified in this course.

Planning Notes

- Students will write for a variety of purposes in this unit. First group members will share and write a series of journal reflections based on what they have learned about their respective sub-topics. Students will store these journal reflections in the **Group Portfolio Box**. The second type of writing will involve the individual student conducting an interview with a member of a different group and writing a polished interview report based on what was learned.
- The interview activity involves students learning how to ask for and give information. It is an important component in the development of students who are both interdependent learners and servant leaders. (In Activity 4 students will reflect on the process.)
- In this unit students will organize their portfolio including any visual images or sound clips so that it is ready for inspection.
- The task of writing for some students is challenging. Students should make use of their organizer notes when composing their written work.
- Because writing is a process, students need on-going support, particularly in the editing and polishing stage of the work. To support learning and to avoid flagging interest, some students may choose to write relatively brief reflections.
- The teacher should examine the Language unit for ideas to support the writing process.
- Student will share their journals. (If a journal entry is private in nature the student's privacy needs to be honoured.)

Prior Knowledge Required

- keyboarding skills

Teaching/Learning Strategies

Sharing Information

- Group members report to each other on what they have learned about their sub-topics. Collectively they re-examine their KWL objectives. Together they list on a chart what they have learned and what they might still want to learn.

Vocabulary Terms

- In groups, students share the new vocabulary terms they have learned. Students 'play' with the terms using some of the activities listed in the Language Appendix 1.4.

Reflection Journal Writing

- Students compose a series of journal reflections based upon what they have learned about the sub-topic and the topic. One set of prompts, based on the KWL model, is as follows:
  - What did I know? (paragraph one)
  - What did I learn or discover? (paragraph two)
  - What more do I want to know? (paragraph three)
- Another series of prompts useful for journal reflection writing is the following:
  - What is important to know about the topic?

- What is really interesting about the topic?
- What else would I want to know about the topic?

- Another alternative is for students to use their organizers as an outline to write a reflection journal.

Writing Process

- Students use the writing process to edit and revise their work. Students use Language Appendix 1. 7 as a guide for the writing process. As well students need to be aware of the difference between revising and editing.

Interview Report

- By the conclusion of the investigation students will be considered "experts" in their respective fields.
- The "expert" student shows the interviewer his or her journal entries, visual images, sound clips, and information organizers.
- After reviewing the expert's journals and notes the student interviewer writes a series of questions for the expert to answer. This list of five to seven key questions is organized into a logical sequence.
- The expert student responds in writing to the student interviewer by drafting answers to the interviewer.
- With the data from the questions and other material the expert chooses to give, the interviewer writes a short report.
- The two students, expert and interviewer, meet and discuss the accuracy of the report.
- The expert checks the report for accuracy.
- The interviewer polishes the interview report.
- The polished report is placed in the expert's **Group Portfolio Box**.

Assessment/Evaluation Techniques

- KWL as Outline for Writing: Checklist (WRV1, WR1.2)
- Journal Writing: Rubric (WRV3, WR3.1, WR3.4, WR3.5, WR.3.6)
  Checklist (WRV4, WR4.1, WR4.2, WRV5, WR5.1, WR5.2, WR5.3, WR5.4)
- Letter Writing: Rubric (WRV2, WR2.1, WR2.3, WR2.4, WRV3, WR3.1,WR3.4, WR3.5)
  Checklist (WRV4, WR4.1, WR4.2, WRV5, WR5.1, WR5.2, WR5.3, WR5.4)
- Interview with an Expert: Informal Teacher Observation (WRV2, WR2.2, WR2.3, WR2.4)
  Research Rubric (WRV4, WR4.1, WR4.2)
  Research Checklist (WRV5, WR5.1, WR5.2, WR5.3, WR5.4, CGE4b, 7b, 7e)
- Parable Organizer: Checklist (WRV1, WR1.2, WR1.4, WRV3, WR3.1, WR3.5, WR3.6, CGE1d, CGE2a, 2b, 2d, 3a)

Accommodations

- Students with special needs may require extra assistance from the Resource Teacher who can input material into computer while the student dictates. Alternatively, students may use a tape recorder to record data.
- One important feature of the investigation report is that the teacher and student set individual timelines. In this way students with specific reading, recording and writing challenges set individual goals according to their needs.
- Some students may find the task of learning about a new topic daunting. They may choose to interview someone from their own group and write a report.
- Deaf and hard-of-hearing students may require extra practise to meet the grammar and spelling expectations.

Resources

Painless Research Projects, Rebecca Elliott and James Elliott. Hauppauge, New York: Barron's Educational Series, Inc., 1998.

ResourceLines, Robert Dawe. Scarborough: Prentice Hall Ginn, 1999.

Portfolio Plus: A Critical Guide to Alternative Assessment, Linda Mabry. California: Corwin Press, 1999.

Activity 4: Reflecting as a Community on Interdependent Learning

Time: 3 hours

Description

Often the world of work calls upon people to work creatively and co-operatively with others in groups or teams. In this activity students reflect on their experience of collectively and co-operatively exploring a topic from a Catholic perspective. Students discuss and record their thoughts on the process of community building that has occurred as they inquired about their topic. To aid in this discernment, students refer to the themes of servant leadership, community building and interdependence of the working community raised in the parables.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE2a - listens actively and critically to understand and learn in light of gospel values;
CGE3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE7b -accepts accountability for one's own actions;
CGE7d - promotes the sacredness of life;
CGE7e - witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.

Strand(s): Writing

Overall Expectations

WRV1 - use a variety of print and electronic sources to gather information, generate and develop ideas for personal, social and school related purposes.

Specific Expectations

WR1.4 - categorize and classify information;
WR2.3 - select and use the appropriate point of view to suit their purpose and audience;
WR3.5 - use an outline to organize ideas on the body of a report.

Planning Notes

- Students will reflect individually on the process of investigating a topic, including the following:
  - Investigating a topic
  - Creating a network of interdependent learners
- It would be useful to enlist the help of a member of the Religion department or chaplaincy team can assist with this process of discernment.
- There are ten parables to choose from when working on this activity. The teacher should choose those parables that might best apply to the experiences from the interdependent learning unit.

- Some students may feel more comfortable 'acting' out a key scene to demonstrate their learning about the process instead of presenting their findings on chart paper. This should be encouraged.
- When the teacher makes connections between the students' experiences of working together and the experiences of those in the parable, the teacher needs to positive. The purpose of this activity is to use the parables as a means of accentuating the positive experiences students have had working, investigating and sharing together.

Prior Knowledge

- Familiarity with Parables studied in Unit One

Teaching /Learning Strategies

Discussion of Community Building

- Each group selects a recorder to record information on large sheet of chart paper.
- In small groups students discuss what they learned about creating a network for the investigation of a topic. The teacher provides a series of prompts:

(The teacher may create an organizer with these prompts.)

- List three major challenges faced by you and the group in the course of locating and recording information.
- Explain how you and your group dealt with these challenges.
- How successful were you and your group at overcoming challenges?
- What person(s) or organization was helpful while you were investigating your topic?
- Describe how this person(s) or organization was helpful.
- What strategies did you use to include everyone in the group?
- How were members of the group respectful to those in the group and those outside the group?
- What did you like about working with the group?
- What would you do differently as a member of the group?

Class Discussion

- The groups come together as a class and use the chart paper to present their findings. The teacher moderates the discussion. Each group presentation should be brief.
- After the presentations, the teacher uses the notes on chart paper to draw out some of the

Making Connections: Connecting Interdependent Learning to Parables

- The teacher reacquaints the students with the Parables studied in Unit 1, Activity 3, **Parables and People's Stories**. Students refer to their notes.
- The teacher reads one parable story, e.g., The Good Samaritan and asks questions concerning the type of leadership revealed. The teacher compares the students' experiences of working together with the ideas presented in the parable.
- The teacher reads another parable e.g., "The Mustard Seed", and asks students to consider how the parable applies to community building. Again the teacher invites students to think about and discuss their own positive efforts at community building in light of the parable.
- The teacher chooses a parable relating to work e.g., "The Three Gold Talents" or "The Unforgiving Servant" and asks students to reflect on how the story speaks to their experience of working together.
- To help students understand the connection between the parables and their own community building process, the teacher assigns one or two parables to groups of students. Each group member will read the parable(s) silently. An assigned reader in the group will read the parable(s) aloud.
- In their groups students use their organizers (shown below) to help them understand their role and responsibilities as members of a group.

Parable Organizer

Title of Parable	Synopsis	What does the Parable teach us about community?	What does the Parable teach us about the value of he work and the value of the worker?	What does the Parable teach us about Christian Leadership?

- The teacher then guides students through at least one of the following questions: (Using the board, the teacher instructs students on how to organize the answer to the question into a reflection journal.)
  - What are three important values about leadership that the Parables teach us?
  - Where did you see that type of leadership demonstrated when you were doing your investigation?
  - What are three important values connected to work that the Parables taught us? Where did you see those values in action when you were investigating?
  - What three values about being a contributing member of a community do you see in the Parables? When did you witness these values in your group?
- Students draft a Parable Reflection Journal using the writing process.
- Students place their Reflection Journal in the **Group Portfolio Box**.

Assessment/Evaluation Techniques

Group Discussion: Informal Teacher Observation (CGE1d, CGE2a, CGE3a)
Parables Reflection Journal: Writing Process Rubric (WRV1, WR1.4, WRV2, WR2.3, WRV3, WR3.5, CGE3a, 7b, 7d, 7e)

Accommodations

- Some students may feel uncomfortable speaking in front of others. Since it is a group presentation some members may take on a non-speaking role and take on other responsibilities such as setting up the presentation area.
- Students will take some board notes in this activity. Some students may need scribes or they might simply be given a photocopy of the board note.
- This activity calls upon students to recall and reflect. Some students may need more time to do this than others. As well, a peer mentor or others in the group could remind and prompt students about specific actions.
- The focus of this activity is to improve student self esteem by honouring the accomplishments of the student investigators. The teacher needs to remind students to be positive while students are comparing their experiences to those in the Parables.
- Some students may have difficulty reading the parables. Peer mentors or teachers or fellow students may choose to read aloud to the student.
- Some students may more effectively convey their experiences by story-boarding their experiences instead of writing on chart paper.

Resources

The Bible

Activity 5: Presentation: The Group Shares with the class and community

Time: 3 hours

Description

In this culminating activity, students prepare and present what they have discovered in their investigation. Part of the class time is devoted to planning the oral presentation. Then, using a variety of media, students show the class visual images and/or sound clips selected from their portfolios. In their presentations, students provide a brief commentary and engage their peers in a discussion about the topic being presented.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations

CGE2d - writes and speaks fluently one or both of Canada's official languages;
CGE5g - achieves excellence, originality, and excellence originality, and integrity in one's own work and supports these qualities in the work of others.

Strand(s): Writing, Language, Media Studies

Overall Expectations

WRV3 - use a variety of organizational structures and patterns to produce writing;
WRV5 - use strategies for editing and proofreading with an emphasis on the grammar, usage, spelling and punctuation conventions of standard Canadian English, as appropriate;
LAV1 - use knowledge of language conventions and vocabulary to write and speak correctly and appropriately, in formal and informal situations;
LAV2 - use listening techniques and oral communication skills to participate in formal and informal discussions, with an emphasis on active participation and co-operation;
MEV2 - apply understanding of the relationships between the form, purpose, audience and production to collaboratively create media works.

Specific Expectations

WR3.1 - identify and select the appropriate organizational plan to structure written work (e.g., chronological order; order by example; least to most important; compare/contrast);
WR5.2 - produce, format and publish written work using the appropriate technology to share writing with intended audiences;
LA1.6 - recognize and use correctly, in oral and written communications, the language structures of standard Canadian English and its conventions of spelling, grammar and punctuation, as specified in this course;
LA2.3 - demonstrate appropriate listening behaviours in large groups (e.g., not talking, looking at speaker as appropriate, note-taking);
LA2.5 - use techniques of effective oral communication (e.g., rehearse from written notes prior to presentation; speak clearly, in complete sentences, with an audible voice; identify topic and purpose for speaking; maintain eye contact with audience) to make short presentations to the class or small groups, as appropriate to their confidence;
ME2.1 - collaboratively design and create a media work based on the issues and theme of this course (e.g., use a storyboard to design a public-service commercial for peers; use script and sound effects to create an announcement over the school;
ME2.2 - describe and explain the choices made in the design and production of a media work (e.g., decision chart; media response journal).

Planning Notes

- In this unit students will be presenting to the class. The teacher will ensure that the classroom environment is supportive, e.g., students will be encouraged to decorate the class with artifacts from their investigation.

Prior Knowledge

- Understanding of Parables studied in Unit 1.

Teaching/Learning Strategies

- The teacher outlines how the Group Box Portfolio is to be organized. It should include the following:
  - Cover Page
  - Table of Contents
  - Journal Reflection (based on KWL)
  - Journal Reflection on Leadership, Community, and Work
  - Letter to a Researcher and Response
  - Polished Report based on an Interview with a Student Expert
  - Organized Visual Images with Captions
  - Organizer notes on Investigation of Sub-topics
  - Locator Notes
  - Glossary of New Vocabulary Terms
  - Progress Report

Preparing for class presentation

- The teacher, with the groups, reviews the KWL chart created in Activity 1. This is the basis for the students' presentation. Students record what they want to present on cue cards or on an overhead.

Organizing Visual and Graphic Images for presentation

- Students arrange their visual images into an organized structure. Organization can take the form of:
  - a chronology (beginning, middle, and end)
  - hierarchy (most important to least important)
  - a comparison
  - an illustration, or
  - a classification.
- Presentation materials are organized into a sequence that is purposeful. Students create a set of captions or a brief rationale for arranging their material.

Presentation Activities

- To assess what the students who are observing have learned from each presentation, the presenter-students prepare a cloze paragraph, a short quiz, or a crossword puzzle.

Rehearsing the Presentation

- Each member of the presenting group takes on a specific role in the presentation. Each student speaks to a subtopic with which she/he feels most comfortable. The group may present to the whole class or they may present in small groups using the jigsaw.

The Presentation

- The teacher outlines various ways in which the audience can be active and supportive of the presenters. An active listening rubric can be used to observe students' listening skills.

Assessment/Evaluation Techniques

- Assembling Portfolio: Portfolio Checklist (WRV3, WR3.1, WRV5, WR5.2, ME2.1)

- Organizing Visual Images and/or Sound Clips: Teacher Observation (WRV3, WR3.1, MEV2, MEV2)
- Oral Presentation: Presentation Checklist (CGE 2d, CGE 5g, LAV1, LA1.6, LAV2, LA2.3 LA2.5, MEV2, ME2.1)
- Student designed Cloze Paragraph: Quiz (LAV2, LV2.1)

Accommodations

- Some students may lack the manual dexterity to cut and clip visual images into their portfolios. Peer helpers should assist by following the student's instructions.
- American Sign Language (ASL) students should demonstrate appropriate presenting skills for a deaf audience, e.g., use of proper signs, eye contact, moderate pace.
- Hard-of-hearing students should be assisted with the pronunciation of unfamiliar words before presenting.
- Options should be provided for presentations, e.g., students may prepare a video or a PowerPoint presentation.

Resources

Portfolios Plus: A Critical Guide to Alternative Assessment, Linda Mabry. California: Corwin Press, 1999.

Interdependent Learning Appendix 1.1

Finding Information

Imagine you are a person in each of the three time periods indicated on the chart below.

a) How would the typical person find, record and distribute information in each time period?

1 A.D.	1900	2000
- person to person talking - observing - memorizing	- printing press -(paper) books, newspapers, magazines, - phonographs, - telephone,	- television, video, movie, tape players, VCR, Palm Pilots -cell phone -the internet

b) What skills would the typical person have used to find, record and distribute information in each time period?

1. A.D.	1900	2000
- talking and listening - observation - recall (memory)	- reading - writing	- manipulation of electronic media

c) Where would the typical person go to find, record and distribute information in each time period?

1 A.D.	1900	2000
- home - neighbourhood - church	- theatre - library - school	- cyberspace

Interdependent Learning Appendix 2.1

Reading for Information Techniques

- Students skim and scan the written text for information.
- The teacher reviews the reading techniques including skimming and scanning and reminds the students that these techniques have been used to read and understand The Ontario Drivers' Manual. The teacher explains to students that they will use these reading techniques to review material for their investigation.

Skimming and Scanning

Skim means to read quickly to select the main ideas to see if they contain needed information. Consider how in milk production one skims the cream off the top of the milk. The process is similar.

The process of Skimming involves the following:

(pre-reading);

- think of what you already know about the subject;
- list questions that you need to know about the subject (who, what, where, why, how)

(reading);

- read title, headings;
- look at pictures, charts, graphs;
- read all the first paragraph;
- look for the main points in each paragraph (Typically they are in the first sentence or failing that the last sentence. If you have a photocopy, highlight or underline the main points.);
- read all of the final paragraph (Usually it contains a summary or an important conclusion.);
- notice any questions that are with the reading;
- circle unfamiliar words; read the sentence before and after to try to determine meaning.

The process of Scanning involves:

- search for key-words (useful words to know) in the text;
- underline or write key words and phrases from each paragraph in the margin.

Support Extension Idea: As a mini-lesson the teacher may ask students to skim and scan an article and then using an organizer, record information. Finally, students compare the information they recorded and assess their effectiveness as recorders.

Interdependent Learning Appendix 2.2

Interviewer Organizer

Name of Interviewer(s)	
Name of Interviewee	
Location, Date and Time of Interview	
Subject of Interview	
Inquiry Questions	Responses
1.	
2.	
3.	
4.	

Interdependent Learning Appendix 2.03

Narrative Organizer

Title of Narrative	
Information	
Where does the story take place?	
Name of characters Main character(s) Minor characters	
What is the conflict(s) in the story?	Speculation (What would you do differently?)
How is the conflict resolved in the story?	Speculation (What would you do differently?)
What happens at the start of the story?	
What happens in the middle of the story?	
What happens at the end of the story?	How would you make the story's ending different? Why?
What is the moral of the story?	
From what point of view is the story told?	

Interdependent Learning Appendix 2.04

Informational Text Organizer

Topic	Date of Research
1. What facts are presented in the research?	
2. What examples are presented in the research?	
3. What opinion does the article support?	
4. What statistics are presented in the report?	
5. What is the most interesting idea presented in the article?	

6. What questions do you now have after reading the article?
7. From what point of view is the report written?

Interdependent Learning Appendix 2.05

Chronology Organizer

List what happens in the narrative:	What is the most interesting part of the story?
1. (beginning)	
2. (middle)	
3. (end)	

Interdependent Learning Appendix 2.06

Cause and Effect Organizer

What happened? (Cause)	What was the result? (Effect)	Conclusion
1.	1.	
2.	2.	
3.	3.	
Overall Conclusion:		

Interdependent Learning Appendix 2.07

Visual Images Organizer

Inquiry Questions	Comment
1. What is the source of the image? (television, magazine, internet)	
2. What is the topic or subject of your paper?	
3. What is the purpose of picture?	
4. What is the message of the picture?	
5. What title or descriptor would you give the picture?	
6. What feeling does the picture give you?	
7. How does your image relate to your research topic?	

Interdependent Learning Appendix 2.08

Organizer for Sound Clips

Inquiry Questions	Comment
1. hat is the source of the sound clip? (television,	

music, internet)	
2. Describe the sound.	
3. What is the message of the sound?	
4. What title or descriptor would you give the sound clip?	
5. What feeling does the sound give you?	
6. How does the sound clip relate to your investigation topic?	

Interdependent Learning Appendix 2.09

Character Organizer

Name of Character	Proof (quotes) that supports the words you use to describe the character
1. What are two words that describe the character physically?	
2. What word describes how the person behaves?	
3.What is another word that describes how the person behaves?	

Interdependent Learning 2.10

Purposes for Writing

Mini Lesson On Purposes for Writing:

Students will have to categorize what genre or sub-genre they are reading prior to choosing an organizer to record data. To help categorize different types the teacher can present, through some mini-lessons, examples of different genres or sub-genres. A useful text to use is the newspaper since it contains opinion pieces, editorials, objective news stories, obituaries, birth announcements, weather reports, sports statistics, comics and advertisements.

1. The teacher clips out various articles and places them in separate envelopes.
2. In pairs, students group the articles into categories. Students orally provide a rationale for their decision.
3. Together students design an organizer that identifies the key features of each type of writing. Key features involve the following:
   - Purpose for Writing
   - Graphic Elements (font, font size, margins)
   - Key words or phrases used in the sub-genre
   - Where is the article found in the newspaper/magazine?
   - What is the tone of the article?
   - What is the average length of the article?

Part A: Prompts for Analysing Fact, Opinion and Fantasy

Structure

- From what point of view is the article written?
- Does the data support more than one point of view?

Content

- Does the article answer facts pertaining to Who, What, When, Where and Why?
- Does the research data depend on generally agreed upon facts?
- How logical is the writer's argument?
- Can you identify any bias in the writer's argument (equity, diversity, racism, stereotyping)?
- Does the article attack a person or group instead of an idea?

Tone

- Does the article make emotionally charged statements?
- Does the article demand that the reader agree with them?
- Does the article suggest a plan of action?
- Does the writer have a reputation for being factual?

Vocabulary

- Does the article use words such as feel, believe, should, seem?
- Are the adjectives and adverbs used in the writing emotionally or charged with emotion?

Part B: Once students are confident with the concept they can apply the criteria for appraising fact and opinion to their own research organizers. With the guidance of the teacher, students will use the Fact-Opinion-Fantasy Continuum

Fact-Opinion-Fantasy Continuum

On a continuum, where would you place the article or data? Why?		
____+_____	+_____	+_____
Fact	Opinion	Fantasy

Part C: Fact and Opinion Mini-Lesson

1. Students brainstorm definitions of fact and opinion.
2. The Teacher writes responses on board.
3. The teacher introduces a definition:

> "**Fact:** statements that can be proven through direct observation or experience.
> **Opinion:** statements that may or may not be supported by facts, but which cannot usually be proven. Opinions are often (but not always) prefaced by words such as *seem, feel, believe*, or *should*. While facts cannot be disputed, opinions can." (*ResourceLines*, p. 60)

4. The teacher offers the following statements which students evaluate using the continuum to determine the degree of fact, opinion or fantasy in the statement.
   - Wayne Gretzky is the best athlete of the twentieth century.
   - Ottawa Senators used the "trap" as their defense against the Toronto Maple Leafs in the 2000 playoffs.
   - School uniforms increase student performance.
   - Rap music is poetry.
   - The cosmetic industry uses animals for testing purposes.
5. The teacher directs discussion on the use of emotionally ambigious or "loaded" words, such as copy-cat, crazy, chaos, always. Students write two new "loaded" words in their Vocabulary Glossary.
6. The teacher reads parts of articles from the front page of a newspaper.
7. Students pick out factual statements, objective words, 3rd person point of view. (Remind them of 2nd person point of view,"you",with which they became familiar with in Drivers' Manual.)
8. The teacher indicates that these articles are supposed to explain information by the use of facts.
9. The teacher turns to the editorial section of the newspaper and reads short editorials.
10. Students listen for differences from the factual article and identify opinion statements, persuasive words, 1st person point of view.
11. Students break into groups of three. The teacher gives a newspaper to each group. Students examine the newspaper and use their knowledge of fact and opinions to find:
    a) an article which is factual b) an editorial article
12. Groups report their findings to the class. The teacher uses the explanation of the difference between fact and opinion as a checklist for student responses.

Culminating Task

The teacher uses a newspaper to select a factual and opinion or editorial article on the same topic. (Note: the opinion may be expressed a day or two after the factual article.)
This can be an individual or a group activity.
Examine the two articles and complete the Similarities/Difference Chart

Factual News Reports vs. Opinion (Editoral)

	Similarities	Differences
	What makes the two story types similar?	What makes the two story types different?
Information (list facts)	•	•
Words Types (hint: look at adjectives and adverbs)	•	•
Point of View	•	•